

**INFLUENCE OF PRIVATE INSTITUTIONS'
PARTICIPATION ON ACCESS TO UNIVERSITY
EDUCATION IN SOUTH WESTERN NIGERIA
(1999-2008)**

BY

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DEDICATION

The research work is dedicated to the Beginning and the End, the Almighty God. And also to Olushola and Mobifoluwa, my jewels.

UNIVERSITY OF IBADAN

CERTIFICATION

I certify that this work was carried out by Babajide Gabriel AGBOOLA of the Department of Adult Education, University of Ibadan, Nigeria, under my supervision.

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ABSTRACT

The issue of access to university education has been a great concern to the government, scholars, university institutions and the society at large. Studies have shown that public universities have been admitting less than twenty percent of applicants owing to low funding, inadequate infrastructure, poor quality and limited space available for applicants. This has prompted the participation of private institutions in the provision of university education. However, with over a decade of private participation in university education provision, there have not been many empirical studies on their influence on access to university education. Besides, there has also been a dearth of literature on the paradigm shift in this new trend in university education provision in Nigeria. This study, therefore, examined private institutions' perception of the influence of their participation on access to university education in Southwestern Nigeria between 1999-2008.

The descriptive survey research design was adopted. One thousand and twenty respondents comprising 30 principal management staff, 30 senior registry staff, 60 senior academic staff and 600 students from six private universities were selected using stratified and random sampling techniques. Private Institutions Participation Scale ($r = 0.82$) and University Access Questionnaire ($r = 0.85$) were used for data collection. These were complemented with six sessions of key Informant Interviews (KII) and secondary data including bulletins, official gazettes and information handbook from the six universities. Four hypotheses were tested at 0.05 level of significance. Data were analysed using frequencies, percentages, Pearson's Product Moment Correlation and Multiple regression, while qualitative data were content analysed.

Private institutions' participation significantly influenced access to university education ($F_{(6,1013)} = 158.99$; $p < 0.05$) and contributed 48.50% to the variance of access to university education. The relative contributions of the components of private institutions' participation were as follows: flexible tuition payment ($\beta = 0.852$, $p < 0.05$), flexible admission requirement ($\beta = 0.625$, $p < 0.05$), attrition rate ($\beta = 0.503$, $p < 0.05$) diverse courses ($\beta = 0.0396$, $p < 0.05$), infrastructure ($\beta = 0.243$, $p < 0.05$) and uninterrupted academic programmes ($\beta = 0.054$, $p < 0.05$). There was a significant increase in the ratio of access to private universities from 1.16 in 1999 to 14.22 in 2008. Also, the yearly, average enrolment created by private universities between 1999 and 2008 increased significantly by 705.5%. Private institutions' participation also correlated with quality assurance in university education ($r = 0.46$). The KII results showed that despite the remarkable contributions to access to university education, access opportunities are still elusive to thousands of applicants due to limited admission capacity and high tuition fees in the institutions.

Private institutions' participation improved access to university education in Southwestern Nigeria. Operators of private universities should attempt to increase access to university education by providing more infrastructure, improving the flexibility of tuition payment, and admission requirements without compromising quality. Further studies could explore comparison of access creation to university education in public and private universities in other parts of the country.

Key words: Access to university education, Private university Flexible admission requirements, Flexible tuition payment, Academic Programme

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TABLE OF CONTENTS

PAGE

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	vii
List of Tables	x
List of figures and charts	xi
Abbreviation and Acronyms	xii

CHAPTER ONE: Introduction

1.1	Background of the study	1
1.2	Statement of the Problem	5
1.3	Objective of the Study	6
1.4	Research Questions	7
1.5	Significance of the Study	8
1.6	Scope of the Study	8
1.7	Operational Definition of Terms	9

CHAPTER TWO: Framework and Literature Review

2.1	Literature Review	12
2.1.1	Historical Development of Higher Education in Nigeria	13
2.1.2	Concept of a University	16
2.1.3	University Education in Nigeria	19
2.1.4	Access to University Education	24
2.1.5	Deregulation policy on Education in Nigeria	27
2.1.6	Approaches to Deregulation of University Education	29
2.1.7	Private University Education in Nigeria	34
2.1.8	Private Institution contribution on Access to University Education	41
2.1.9	Corporate Social Responsibilities and Nigeria Universities	46

2.1.10 Programme Package (Course) in Nigeria Private Universities	51
2.1.11 Cost of Studentship and flexible tuition payment in Private Universities in Nigeria.	53
2.1.12 Education Attritions in Nigerian Universities	56
2.1.13 Flexible Admission Requirement in Private Universities	58
2.1.14 Evidences of Empirical Studies	60
2.1.15 Appraisal of Literature Review	63
2.2 Theoretical Framework	66
2.2.1 Deregulation theory	66
2.2.2 Human Capital Theory	70
2.2.3 Research Hypothesis	72
 CHAPTER THREE: Research Methodology	
3.0 Research Methods	74
3.1 Research Design	74
3.2 Population of the Study	74
3.3 Sample and Sampling Techniques	75
3.4 Instrumentation	76
3.5 Validation of Instruments	78
3.6 Reliability of the Instrument	78
3.7 Administration of Research Instrument	79
3.8 Method of Data Analysis	80
 CHAPTER FOUR: Result and Discussion of Qualitative and Quantitative of Findings	
4.0 Introduction	81
4.1 Results of Demographic Information of Respondents	81
4.2 Result of Hypotheses	100
4.3 Interpretation and Discussion of Findings	117
4.4 The Implication of Findings to University Education Access	128

CHAPTER FIVE: Summary Conclusion, Policy Implications and Recommendations

5.1	Summary	132
5.2	Conclusion	134
5.3	Policy Implications	135
5.4	Recommendations	139
5.5	Limitations of the Studies	139
5.6	Suggestions for further	141

Research

References

Appendix I

Appendix II

UNIVERSITY OF IBADAN

LIST OF TABLES

Table 2.1	Annual Application and Admission Statistics of Applicants from 1999-2008	22
Table 2.2	List of Nigerian Private Universities and Year Founded	36
Table 2.3	Total Students Enrolments in Nigerian Private University (May, 2007)	45
Table 2.4	Average Unit Cost Per Student in Public and Private Universities per session (2004)	53
Table 2.5	Average Unit Cost Per Student in Public and Private Universities per session (2012)	55
Table 3.1	Population and Sample Selection for the study	76
Table 3.2	Schedule of KIIs' Sessions Conducted for the Study	78
Table 4.1	Statistics on Public and Private Universities Application and Access to Southwestern Nigeria Universities between 1999 – 2008	93
Table 4.2	Yearly Average Enrolment created by Private Universities Vis-à-vis Percentage Increase in the number of Private Universities in Southwestern Nigerian between 1999 – 2008.	97
Table 4.3	The Relationship between Private Institutions' Participation and Increased access to University Education	100
Table 4.4	The Relationship between Private Institutions' Participation and Provision of Quality Assurance in the Widening of Access to University Education	103
Table 4.5	The Relationship between Private Institutions' Participation and Reduced Attrition rate in University Education	106
Table 4.6a	Analysis of Joint Effect of Independent Variables on Students Access to University Education	109
Table 4.6b	Analysis of Joint Effect of Independent Variables on Students Access to University Education	109
Table 4.7	Multiple Regression Table on Relative Effect of Private Institution Variable on Access to University Education	110

LIST OF FIGURES

Figure 4. 1a	Distribution of the Sex Respondent for Management Staff	81
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Figure 4.1b	Distribution of the Sex Respondent for Students	82
Figure 4.2a	Distribution of the Marital Status Respondent for Management Staff	83
Figure 4.2b	Distribution of the Marital Status Respondent for Students	84
Figure 4.3a	Distribution of the Religions Respondent for Management Staff	85
Figure 4.3b	Distribution of the Religions Respondent for Students	85
Figure 4.4a	Distribution of the Age Respondent for Management Staff	87
Figure 4.4b	Distribution of the Age Respondent for Students	87
Figure 4.3a	Distribution of the Parent/Guardian's Occupation Respondent for Students	90

LIST OF ABBREVIATIONS

NUC:	National University Commission
COMPU:	Committee on Management of Private Universities
USARM:	University System Annual Review Meeting
NOUN:	National Open University of Nigeria

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

University education in Nigeria started from a modest beginning in 1948, with the establishment of the University College Ibadan as an external College of the University of London. (Enaohwo, 1985). The University was established to cater primarily for the needs of the Colonial government and to provide baseline manpower to manage the affair of the country after its eventual independence. The ownership and financial needs of the university were catered for, by the Colonial government. (Fadipe, 2000).

According to Aminu (1988) after the attainment of independence in 1960, three regional and one centrally founded universities namely University of Nigeria, Nsukka – UNN (1960), University of Ife (now Obafemi Awolowo University – OAU) (1961), Ahmadu Bello University – ABU (1962) and University of Lagos were created respectively. In 1970, the University of Benin was created to cater for the needs of the Mid-West region. In the early 70s, Nigeria had six universities, four regional and two centrally founded. These first set of universities were tagged “First generation universities” in Nigeria.

The second generation universities are seven universities established between 1970 and 1985; they are University of Jos (1975), University of Calabar (1975), University of Sokoto (1975), University of Maiduguri (1975), University of Ilorin (1977), University of Port Harcourt (1977), and Bayero University, Kano (1977). The third generation universities a total of eleven, including the universities of technology, were established between 1985 and 1999.

In spite of the significant rise in the number of university institutions that operate in Nigeria, it is observed that it could not match up with the aggregate demand for higher education that is increasing astronomically on yearly basis. For instance, the National University Commission Survey discovered that only about 30 percent of

Nigerian student population has adequate access to classrooms, lecture theatre, laboratories, workshops and libraries (Okebukola, 2002).

Also, a 2006 report from NUC showed that student enrolment in Nigeria universities has grown by over 1,200 percent between October 1999 and March, 2006. This report showed that while student enrolment stood at 57, 542 in October, 1979, it grew to 300,618 in 1999, and by 2006 it was 750,235.

This unprecedented steady increase in university education enrolment rate has been attributed to multiple of reasons. Okebukola (2007) remarked that four plausible reasons could be advanced for the upsurge in enrolment rate. One, the number of applicants was ten times more than the number of places. Many applicants therefore go for whatever places are available during admission season. Secondly, poor job opportunities for choice courses are limited; hence the lack of care for whatever course is available in the University of first or second choice. The third reason is the craze for a university degree, regardless of the discipline. This is seen as the push factor for some holders of polytechnic diplomas applying for degree programmes in universities. The fourth reason is the pervasive belief that university education, regardless of discipline, trains the mind to be able to do any job better.

Taking cognizance of the various factors for massive application and limited enrolment to university education with the attendant lapses in tackling the challenges of overcrowding and the deteriorating physical facilities, lack of recent library books; education materials, laboratory consumables and maintenance, it is crystal-clear that the government alone cannot adequately manage university education in Nigeria. Buttressing this, the presidential panel which looked at the operation of all federal universities between 1999 and 2003, reported that academic and physical facilities at the universities were in deplorable state, with insufficient lecture theatre/halls and laboratories etc. (Okojie, 2008).

Not only access and facilities problem were encountered by the public universities, it was also observed that most of their varied courses are the old and traditional ones, which are not in compliance with the current trend of global change in labour market demand (i.e entrepreneurial courses). Hence, there is need for private institutions participation in access to universities education in Nigeria.

In recognition of the need to encourage private institutions participation in the provision of university education, the federal government issued a Decree in 1993 allowing private investors to support the efforts of the government through the National University Commission. (Denise, 2002) This private participation is in line with the government's grand policies of privatization, commercialization, liberalization and deregulation of university education. These policies have to a greater extent created access for many prospective applicants, enhance competition among institutions, and subsequently promote managerial efficiency in Nigeria University education system. (Denise, 2002 and Alabi, 2005).

Adeogun, Subair and Osifila (2009) opined that deregulation of Nigeria economy is been executed to cater for the unseemingly managerial problem of poor funding and inefficiency of government owned companies and organizations. Implementing this in the educational sector, for the universities, both managerial problems of poor funding and efficiency on one hand, and catering for the enrolment problem of admitting applicants into the university on the other and some other associated problem of ineffectiveness will constitute the target of this policy. Deregulation in Educational sector is not synonymous with an attempt to increase private costs even though that may be one of its short-term consequences. Precisely, deregulation is the process by which government remove strict access of managing and running the educational system in order to encourage the efficient operation of the system.

The stated rationale for deregulation as submitted by Akintayo (2003) is the idea of giving access to private bodies for participation which leads to a raised efficiency,

creativity, innovation and lower prices overall. Thus, deregulation policy on university education provision is seen as a well thought out alternative to increase the provision of higher education (particularly university) through increased and improved participation of all beneficiaries of the process.

Through the deregulation policy, there come into existence the privately owned tertiary institutions that compliment the public institutions in order to create opportunities for higher education to the majority of the university admission seekers. Existing model through which university education is accessed include; federal and state universities, private-individual universities, Community Universities, religious organization, Distance learning centres, Open University, Part-Time University Education. All these models are either operational or partly operational in Nigeria, and students can acquire university education by enrolling in any of these models. (Akintayo, 2003).

Private bodies also set up few specialized institutions to generate funds and as well to meet the increasing educational demand in the country. All these non-orthodox higher education universities tend to be thriving to show that the growing population are willing to expend their time and money on higher education (Obanya, 1999).

The participation of private university education whose decree was promulgated in 1993 was later suspended a year after due to change of government. This approval was revisited in 1999 by Obasanjo administration and given its full operation under the strict surveillance of National University Commission. Since then and until recent time which is an ambit of 13 years (1999-2012), Nigeria already has 50 licensed private universities that are operational (Okojie, 2010, NUC, 2012).

The pertinent question to ask at this point is that, given the tremendous rate of participation by the private organizations and corporate bodies to university education in Nigeria, has it really been able to solve the problem of access being faced by the public universities? or better still, it is suffice to further ask if actually the number of applicants to public universities has drastically been reduced due to more private

universities, which has provided access to many applicants who would have been at the mercy of the public universities? What does the Nigeria university system and applicants into them stand to benefit from the private universities?

Considering the phenomenon increase in licensed private universities in Nigeria, some salient questions begin to arise. Has the increased number of private institutions participation helped to increase access to university education? Is the average yearly enrolment equal to the percentage increase in private participation? What does the Nigeria university system and applicants into them stand to benefit from the private universities which are lacking or inadequate in the public institutions?

These questions and many more issues that are germane to this research will be addressed in this study in cognizance of the goals of private institution participation in university education which are; increased competition, better management, efficient in service delivery and increased access to intending applicants, this research will ascertain how this private participation has been fairing in the realization of the stated objectives for university education (i.e teaching, research and community service.

1.2 Statement of the Problem

Studies over the years have revealed that the existing public universities have been admitting less than 20 percent of its yearly increasing prospective applicants due to longstanding problems of finance, lack of infrastructure, inefficiencies, poor quality and limited space available for qualified candidates. (Okebukola, 2003 Okojie, 2008 and Ojerinde, 2009). These inadequacies have turned the university system to a place where students merely acquire certificates as meal tickets, and not for the development of their cognitive and social power, which obviously have adverse implication on the products and the manpower development of Nigeria nation.

The inabilities of public universities to cope with the demands and challenges of university system in Nigeria prompted the private institution participation. These private investors comprising of individuals, religious organization and corporate bodies were allowed by the government to participate in the provision of university education, in

order to expand access and improving the falling standard of university education. Within ten years of private participation (1999-2009), there are already 41 (forty-one) licensed private universities that are operating in the country, with many others still awaiting approval by National University Commission (NUC).

There have been agitations from scholars and the general public that proliferation of private universities in Nigeria has not affected the rate and degree of applications from admission seekers into public universities, this by implication suggested that private university's intervention or participation in access creation to university education is of no or little significance. Moreover, there is a dearth of empirical studies on the extent to which these increasing private participations has help in expanding access to university education in Nigeria.

Hence, this study therefore examined the influence of private institutions' participation on access to university education in South Western Nigeria, their participation in creating physical access and attainment of national university goals in Nigeria.

1.3 Objectives of the Study

The main objective of this research is to examine the private institutions' participation in university education in creating access for the teeming universities applicants in South Western Nigeria from 1999 – 2008.

The specific objectives include among others to:

- i. investigate the extent to which private institutions' participation has influenced access to university education.
- ii. analyse the annual access ratio created by private institutions' participation in university education provision compared to public universities between 1999-2008.
- iii. determine if the average yearly enrolment created correspond with the percentage increase in the number of private universities.

- iv. determine the effects of flexible admission requirements, better infrastructures and learning environment, uninterrupted academic programmes, flexible tuition fee payment and availability of diverse courses on access to university education.
- v. examine if the private participation have any influence on the attrition rate in university education
- vi. assess the extent to which private institutions participation influences the provision of quality assurance in the widening of access to university education.

1.4 Research Questions

The following research questions are generated to serve as anchor for the study.

- i. What is the annual access ratio of both public and private universities in Southwestern Nigeria between 1999-2008?
- ii. What is the average yearly enrolment created by private universities vis-a-vis the percentage increase in the number of private universities?
- iii. What is the relationship between establishment of private universities and increased enrolment to university education?
- iv. What is the effect of improved academic package (diverse courses) on access creation to university education in South Western Nigeria?
- v. What is the influence of attrition rate of students on access to university education in South Western Nigeria?
- vi. Is there any effect of enrolment/studentship cost to private universities and students access to them?
- vii. Is there any relationship between improved academic provision and access creation to university education?

1.5 Significance of the Study

This research is of immense importance in so many ways. The study reveals the quota admitted by private universities in the annual students enrolment into universities in the south west Nigeria. This study exposes the public, parents and beneficiaries of the opportunities of private universities, the likely limitations in respect to the cost implication, quality, performance, infrastructural facilities and consistency in academic calendar of private universities.

Another paramount significance of the research is in the area of admission policies of private institutions. Prospective applicants who could afford the cost of private universities have better chances of been admitted without too stringent admission procedure faced in the public universities. These applicants are also exposed to varieties of new entrepreneurial courses offered by private universities, which afford them the privilege of embarking on the course of their choice.

The society which consists of parents and guardians stands to benefits from the study as it exposed them to opportunities, advantages and limitation obtainable in private universities which will serve as boost to them as regards the carrier of their wards and children.

The study exposes the government, policy makers, planners and professionals, to details on private universities participation in higher education in Nigeria and its benefits in terms of access to universities education and constants restructuring of field of study of its beneficiaries. Universities and future researchers are intimated with data on the trend, number and resources of private universities and their access creation to university education in Nigeria

1.6 Scope of the Study

This study investigated into private institutions' perception of the influence of their participation on access to university in Southwestern Nigerian between 1999 and 2008. This year range was chosen owing to the fact that private institutions

participation in university education started in earnest in 1999, and the time lag of ten years was decided upon because some of these private universities would have graduated at least their first set of students.

Furthermore, the study was delimited to six out of nineteen private universities in Southwestern Nigeria. This geo-political zone was picked among the six zones in Nigeria, because the Southwestern zone alone accommodated nineteen private universities out of fifty currently in operation in Nigeria. The private universities selected for the study was based on the first ten year of establishment and falling in line with the year to which this research is concentration are;

- i. Lead City Universities Ibadan
- ii. Bowen University Iwo
- iii. Babcock University, Ilishan-Remo
- iv. Covenant University Ota, Ogun State
- v. Ajayi Crowther University, Oyo
- vi. Bells University of Technology, Badagry

The respondents in these chosen universities includes the university staff which comprises principal management staff, senior registry staff and senior academic staff and the students.

1.7 Operational definition of terms

Certain terms used in this study are operationally defined to avoid misinterpretation and in enhancing clarification and better comprehension of the study.

Access: This refers to the inclusive opportunities provided in university education which enables more prospective applicants to be admitted and retained, and also enhances an adequate learning environment for enrolled students all through their university programme.

Private Universities: This refers to universities owned and funded by individuals, corporate bodies and religious organizations to complement the efforts of the government in the provision of university education to the citizenry.

Government Subvention: it refers to the resources allocation from the government to higher institutions of learning for meeting some of the needs of the public institutions.

University Autonomy: Relates to the protection of a university from day to day interference by government or political forces specifically in areas such as the selection/admission of students, the appointment and removal of academic staff especially the vice-chancellor, the determination of the content of university education and the standard of degree awards, the determination of size and rate of growth, the allocation of recurrent income etc.

Attrition: This is the inability on the part of the student to succeed in gaining access or acquiring the full range of skills offered in the university system. It is used interchangeably as wastage and dropout in this research.

Private Sector Participation: This includes individuals or group of individuals, corporate bodies, religion organizations, (i.e. organized and non-organized) that are non-governmental whose services are rendered as 'private good' for the interest of the society to complement the efforts of government who are solely the provider of those goods.

Flexible Admission Requirements: this is the admission requisite for applicants into private universities which is more relaxed or reduced unlike the requisite for the public universities e.g. cut off mark of less than 200, no quota system, less rigorous screening exercise.

Infrastructures: this refers to adequate provision of facilities and equipment in enhancing improved academic performance of students and welfare of staff. Facilities like equipped office complex for staff, lecture room and auditorium for students, good road network, portable water, good transport system, well equipped library, laboratories and steady power supply. Equipment in this context includes computers, laboratory

equipments and machines, computerized boards, projector and other electrical machines.

Uninterrupted Academic Programmes: this refers to the steady and fixed academic calendar that are observed in the private universities which enable the students to finish their programmes within the stipulated time.

Tuition Fee: this is prescribed payment charged by institutions for services offer to students over a period of time, mostly per session.

Diverse Course: this entails several new entrepreneurial courses which are either designed or repackaged by the private universities, and also that are much desired by applicants and labour market inclusive.

Private Institution Participation: this refers to the university institutions that are operated by private bodies or corporate organization to complement the effort of the public universities for the provision of university education to admission seekers.

Improved Academic Provision: This is the adequate provision of facilities, equipments and infrastructures that could enhance teaching-learning activities in the university setting. i.e virtual libraries, adequate consumables for practical, entrepreneurial courses, lectures rooms and halls, offices, recreational facilities among others.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter, contain the review of relevant literature and theories that are consistent with the focus of the study. The framework of this research was based on the following two theories [deregulation theory and human capital theory] which were examined to give direction to the current study.

The following concepts and other related literature were also reviewed in the body of this study.

2.1 Literature Review

Relevant literatures available in the past studies were reviewed according to the following headings:-

- 2.1.1 Historical Development of Higher Education in Nigeria
- 2.1.2 Concept of a University
- 2.1.3 University Education in Nigeria
- 2.1.4 Deregulation policy on education in Nigeria
- 2.1.5 Approaches to Deregulation of university Education
- 2.1.6 Concept of private participation in university education in Nigeria
- 2.1.7 Private institution contribution on access to university education
- 2.1.8 Programme package (courses) in Nigeria private Universities
- 2.1.9 Cost of Studentship in private universities in Nigeria
- 2.1.10 Education attritions in Nigerian Universities
- 2.1.11 Flexible admission requirement in private universities
- 2.1.14 Empirical findings from the past studies
- 2.1.15 Appraisal of literature review
- 2.1.16 Theoretical framework
 - 2.1.16.1 Deregulation theory
 - 2.1.16.2 Human capital theory

2.1.16.3 Model of the Study

2.1.17 Research Hypotheses

2.1.1 Historical Development of Higher Education in Nigeria

The desire of Nigerians for higher education through private studies in foreign institutions of higher learning was one of the factors which compelled the then colonial administration to revise the educational system of the nineteen-thirties which consisted essentially of elementary, secondary and vocational levels. The shortcomings associated with the educational system led to a lot of dissatisfaction among Nigerians and this culminated in the demand for a university in Nigeria for the provision of higher education comparable to the type available anywhere in the world (Enaohwo, 1985).

However, as was the practice with the colonial administration, little or no attention was paid to this demand until the enactment of the colonial development and welfare Act of 1940. Ajayi (1982) states that prior to this development, the colonial Advisory Committee on Education, established in 1925, actualized the colonial education policy by establishing departmental training schools for Survey in 1908, Marine (1928), Agriculture (1930), Pharmacy and Medicine (1930), Public Works (1931), Veterinary Medicine (1935), Railway (1936) and Forestry (1938).

These departmental training schools produced professional assistants whose qualifications were not recognized outside Nigeria. Based on a similar background, the Yaba Higher College which was the first post-secondary institution established on the outskirts of Lagos in 1934, also failed to appeal to Nigerians. Thus the disruption of the activities of the college during the Second World War and its subsequent closure in 1947 went unnoticed since the institution did not provide the public with the type of higher education it had yearned for.

The Asquith Commission was set up in August 1943 to consider the principles which should guide the promotion of higher education, learning and research and the development of universities in the colonies, and to explore means whereby universities

and other appropriate bodies in the United Kingdom may be able to cooperate with the institutions of higher education in the colonies in order to give effect to these principles.

The Asquith Commission recommended among many others:

- 1) That universities should be established as soon as possible in areas not served by an existing one, beginning as a university.
- 2) There should be training of teachers for secondary schools.
- 3) Universities should be residential and open to both sexes of all classes.
- 4) Research should be a significant part of a university life.
- 5) Colonial universities should be autonomous in the sense as universities in the United Kingdom.
- 6) Colonial universities should enter into a special relationship with London University under which their students may be awarded the degree of that university.
- 7) The establishment of an inter-university council for education in the colonies.
- 8) That a colonial university grants advisory committee be created to advise British Government on the allocation of funds.

Earlier on, in June 1943, the Elliot Commission had been set up in response to the criticisms by West African countries against the inadequacy or complete lack of higher education with the resultant restriction of the participation of Africans in the affairs of their countries. The commission was set up; “to report on the organization and facilities of existing centres of higher education in British West Africa, and to make recommendations regarding future university development in that area.” (Oshokoya, 1989).

Some members of the Elliot commission (Dr. Chanmon and Dr. Duff) were also members of the Asquith Commission and this fact emphasized the relationship between the two commission. Apart from this, the Asquith commission was primarily to consider

“principles” and it covered the whole of the British colonies while the Elliot commission was particular about West Africa and its peculiar needs and problems.

The Elliot commission presented two reports, a majority report, and a minority report. As far as Nigeria was concerned, both reports were in favour of establishing a university college, to be situated at Ibadan, and to include the faculties of Arts and Science, and professional schools of Medicine, Agriculture, Forestry and Animal Health, as well as Teacher Training. The Asquith Commission also recommended the immediate setting up of University College in the various West African Colonies and it emphasized that these colleges should enter into special relation with the University of London, so that their graduate might receive London University degrees. Both reports were laid before parliament in June 1945, and these provided the guiding spirit for the establishment of the University College, Ibadan, three years after. (Anyanwu, 1987)

Both Asquith and Elliot Commission played unique roles in the development of education in Nigeria. Both recognized the urgent need for university education which Nigerians and the nationalists had been yearning for. They, thus helped to evolve a full educational system that involved primary, secondary, teacher and vocational and finally university education in Nigeria.

It was within this phase that the University of Ife was established by the then Western regional government in 1961 while the University of Benin was founded in 1970 by the then Mid western state government, originally with technological emphasis. (Enaohwo, 1985)

The second generation of Nigerian Universities, namely Calabar, Jos, Maiduguri, Sokoto, Kano, Ilorin and Port-Harcourt were established between 1975 and 1976 by the Federal Government as a means of providing much-needed high level manpower for the economy and also to cope with the increasing demand for admissions. Finally the third phase or generation of Nigerian Universities started from 1979 with the establishment of Federal University of Technology in Oweri, Yola, Minna, Abeokuta, Bauchi, Markurdi.

This was embarked upon to enable the country to develop indigenous technological manpower to meet the challenges of development.

As a complement to the efforts of the Federal Government, some state government have also either established Universities of Technology or the conventional types of University to further enhance higher educational development within their area of control. According to Eze (1983) and Akpochofo (1997), they observed that it was the 1979 constitution that placed university education on the concurrent list which gave impetus to the birth of state universities, private universities and open university. However, the private and open universities could not commence before the end of the second Republic in 1983.

Thus, from inception, there has been a posture of rigid government control on the establishment of tertiary institutions in Nigeria thereby limiting access and creating financial constraints.

In recognition of the need to encourage private participation in the provision of University education, the Federal Government issued a decree in 1993 allowing private investors to establish universities following guidelines established by the government. As of August 2001, Nigeria had 45 universities of which 25 were Federal (including one defense academy), 16 were state and four were private universities. (ADEA; 2000)

2.1.2 Concept of a University

The term university is coined from a Latin term “Universitas magistrorum et scholarium” roughly meaning community of teachers and scholars (Brittanica concise Encyclopedia, 2000). In the same vein, Adebayo (2005) declared that in the middle ages, the word universitas meant “an association, a guild, a corporation” just like a guild, of craftsmen or traders. The university at the beginning was an association of teachers or scholars. The university was a body of persons gathered in a particular place for the dissemination and assimilation of knowledge in advanced fields of study. Today, the

university is an institution of higher learning providing facilities for teaching and research and authorized to grant academic and innovation for the overall socio-economic empowerment of individual and community development (Babalola & Okediran 1997)

Buttressing this view Cabal (1993) in Adesoji & Alade (2010) posited that the objectives or goals of establishing a university differ from one society to another. It is assumed that university generally are by definition and long established tradition, meant to be places where all learning activities are normally governed by creative skepticism, constant questioning, disputations and argumentation. These are encouraged not as ends in themselves, but as a means of ensuring the discovering of novel, economic empowerment, human and societal development and better solutions to both the results of the short coming in the expectation of tertiary institutions and their products.

Section B subsection 59 of Nigerian National policy on Education (2004) articulates the goals of tertiary education in the country thus, to

- a. Contribute to national development through high level relevant manpower training.
- b. Develop and inculcate proper values for the survival of the individual and society
- c. Acquire both physical and intellectual skills which will enable individuals to be self- relevant and useful members of the society
- d. Develop the intellectual capacity of individuals to understand and appreciate their local and external environments
- e. Promote and encourage scholarship and community service
- f. Forge and cement national unity; and
- g. Promote national and international understanding.

World Bank (2002) in clarifying the above stated objectives of university pointed out that “teaching and research are the intellectual functions of the universities and they are in connection with the education mission and function” which incorporates cultivation of the mind and the transmission of basic ideas and concepts.

Universities, according to Fashina (2005) are institution whose main objective is to expand the frontiers of knowledge through research. The university produces and disseminates researched knowledge, a situation where universities have developed this tradition in a sustained manner, they are able to discharge their responsibility to the society. This enhances the capacity of the societies, which nurture them to change their environment, and to make social, economic, scientific and cultural progress.

Universities represent the most important part of the educational system because it is at this level that the future is not only anticipated but made through the kind of knowledge generated and disseminated to all other members of society. They produce knowledge for industries, agriculture, technological and scientific development.

As further submitted by Fashina (2005), this citadel of learning produces teachers for all other levels of the educational system. They produce teachers for the colleges of education, for primary and secondary schools, and for colleges of Technology. University education equips the young people with knowledge, competence and confidence they need for both self – fulfillment and self realization, and for contribution to the process of national development.

The funding and organization of university varies widely between different countries around the world. In some countries, universities are predominantly funded by the state, while in others, funding may come from donors or from fees which students attending the university must pay some are residential while some are not, some are public while some are privately owned, the nature and kind of university system in each country depends on their policy and value for higher education.

University education in Nigeria at inception was one of the best in Africa and can even compete favourably with those in the western world. Needed resources by the universities available then were provided adequately by the government and foreign donors, in order to develop the manpower that are desperately needed to man various industries in the new born economy.

Adebayo (2005) concluded that in recent time the delivery of university education in Nigeria is definitely far from the way the founding fathers conceived it. Its success has been hampered seriously by factors ranging from undue government interference and control through the National Universities Commission (NUC), and the Joint Admissions and Matriculation Board (JAMB) to financial strangulation, lack of planning and prudence incompetence of both academic and administrative staff, lack of commitment on the part of stakeholders, fraudulent and cultic practices among many others.

Summarily, these shortcomings that were found in the Nigeria educational system made her incapable of maximally fulfilling the purpose of university education in its entirety.

2.1.3 University Education in Nigeria

The history of Nigerian universities dates back to the establishment of the university college, Ibadan in 1948. since then, inexorable expansion has been one of the most remarkable features of higher education in Nigeria. (Adeogun, Subair & Osifila, 2009).

At its early state, university education are catergorized as state of federal universities, and as first, second or third generation universities. Federal universities are owned and funded by the federal government, while state universities are owned and financed by the states (36 states). First generation universities are the six universities established in the 1960's and early 1970's, second generation universities are seven universities established in the mid 1970's while third generation universities refers to

the eleven institutions, including the universities of technology, established in the 1980's and 1990's (Hartnett, 2000).

Three levels of university education exist in Nigeria. The university level first stage offers a bachelors degree after a minimum of three years and a maximum of six years (e.g in medicine). The university level second stage offers a master's degree following one year after Bachelor's study. The university level third stage offer the doctorate degree minimum of three years after the Master's. to gain admission into the first level of university education, one has to pass the competitive University Matriculation Examination (UME) (IAU, 2000).

Furthermore, university education could also divided into public and private ones. Public universities are owned by the federal and state governments while private universities are owned by individuals and corporate bodies. Private universities are a recent phenomenon which is in recognition of the need to encourage private participation in the provision of university education. The federal government issued a decree in 1993 allowing private investors to establish universities following guidelines established by government.

The federal government control universities and other higher education institutions through the following organs: the Federal Ministry of Education, the National Universities Commission which among other things allocates funds to federal universities and also prescribes the spending formula, and the committee of Vice Chancellors of Nigerian Federal Universities, which acts as a coordinating body and offers advice to government and universities government councils on matters of general and specific concern to higher education. ([www. Dawodu.com/educ.1.htm](http://www.Dawodu.com/educ.1.htm))

For proper university administration, Salim (1999) recorded that National University Commission (NUC) was created in 1982 and reconstituted as a statutory body in 1984. The NUC was originally intended to function as a modest university grants commission, advising government on policy issues, defining norms for quality

assurance, channeling block grants from government to the universities and ensuring the balanced and coordinated development of the system. By the end of the military era in 1998, it had become a large and unwieldy organisation, involved in all spheres of university endeavour.

It micro-managed institutional finances through a series of predetermined expenditure guidelines and constant expenditure monitoring. It was involved in the selection of institutional leaders and members of governing councils, its approval was required for all new university course offerings and for the physical development plans for each campus. It participated in the negotiation of staff salaries with the various academic unions.

The NUC's governing board was dissolved in 1992, leaving it accountable solely to the Minister of Education and the Head of State. Precisely, between 1990 and 1997, university education in Nigeria experienced a serious repression which adversely affects staff salaries, working conditions and political climate on campus. This generated staff and student strikes during the 1990s, and it culminated in year long closure of the university system in 1992 and 1996 (Oni, 2000).

Recognizing the severity of the problems besetting the university system Oni (2000) further recorded that the military head of state appointed presidential commission in 1991 (the Grey-Longe Commission) and again in 1996 (the Etsu-Nupe Commission) to analyse the problems and recommended reforms in both instances, these commission submitted thoughtful and constructive recommendations which the government in power then did not implement.

Subsequently, Salim(1999) observed that the year 1999 saw a democratically elected government to Nigeria for the first time in 15 years, which effected some turn around in higher education inadequate situation. Among its notable actions are institutional audits of all universities and associated parastatal bodies, revocation of the vice-chancellors' former privilege of personally selecting 10% of each year's student

intake, reconstitution of all university governing councils with broader representation, the licensing of seven private universities, exemption of University Staff from public service salary scales and regulations, and a 180% increase in funding of the university system, thus raising per student allocations. From the equivalent of USD 360 to USD 970 per year (Federal Republic of Nigeria, 2001).

Crowning these effort was a new Government Policy on autonomy for Universities announced on July 21, 2000 (Federal Ministry of Education, 2000). This policy gives university councils full responsibility for institutional governance, including the appointment of senior officers, restores block grant funding to universities; circumscribes the powers of the National Universities Commission; vest university senate with the authority to decide on curricula; returns to universities the right to set admission criteria and select students; and lays the groundwork for new minimum academic standard.

However, along this tide, the number of applicants enrolment continue to soar high on a yearly basis. Enrolments in federal universities grew by 12% annually during the 1990s and (NUC, 2002). The table below shows the yearly statistics of applicants and candidates admitted with their percentages from 1999-2008.

Table 2.1: Annual Applications and Admission Statistics of Applicants into Nigerian Universities (both Public and Private) from 1999-2008

YEAR	NO OF APPLICATIONS RECEIVED	NO OF ADMISSION GIVEN	% OF THOSE ADMITTED
1999	593,670	64,358	10.8%
2000	467,490	50,277	10.8%
2001	550,339	60,718	11.0%
2002	891,240	98,014	10.10%
2003	1,043,361	108,148	10.40%
2004	962,133	125,673	13.10%
2005	1,028,988	129,525	12.59%
2006	893,259	106,304	11.90%
2007	1,028,988	129,525	12.59%
2008	1,172,313	175,358	14.96%

Sources: JAMB, Annual Report, various years; as cited in Yakub 2002, Obasi; 2002, Okebukola, 2002, Ojerinde, 2009.

Responding to this massive enrolment rate in university education, the federal government of Nigeria, six years after promulgation of decree (Act) 9 of 1993 licensed the first set of private universities which were three in number. Thereafter, five (5) other private universities were licensed between 21st July, 2001 and 28th May 2003.(Obasi 2003)

In 2005, Fifteen (15) private universities were established which brought the total number of private universities in Nigeria to twenty-three. Eleven universities were given the operative license in 2007. Another batch of seven universities was licensed in October, 2009 bringing the number of recognized universities to ninety-five. (27 federal, 36 states, and 41 private universities).

Thus a third of the universities in Nigeria today are privately owned. These universities are spread across the six geopolitical zones and are operated by individuals

religious organisations and private organisations. Of 34 private universities, twenty-four have commenced full academic activities and have a total student enrolment of about 30,000. This accounts for about 18% of student admissions in 2006/2007 academic session. (Okebukola, 2008).

After the tenure of Professor Okebukola as the executive secretary of National University Commission, the NUC under the leadership of Professor Julius Okojie has issued license of operation to 9 set of 11 private universities in 2011, and recently another 5 was licensed which brings the number of licensed private universities in Nigeria to 50 in the year 2012.

Summarily, the private universities has boosted the enrolment rate and aggregate number of universities in Nigeria in recent time. Altogether, there are one hundred and twenty-two (122) recognized universities in the country, with thirty-six (36) federal, thirty six (36) state and fifty (50) private ones. This has brought a good deal of dynamism, innovation and efficiency in Nigerian university management. This positive trend has been observed in the area access expansion, quality assurance and encouragement of both internal and external efficiency of the system. Internal efficiency in term of graduating students at record time with very low or no drop-out at all, and external efficiency in terms of providing what the market would absorb on graduation to reduce to the barest minimum the high rate of unemployment in the country. These among other could be responsible for granting of operating license to private universities in Nigeria by National University Commission. (NUC)

2.1.4 Access to University Education in Nigeria

Access, according to the National Policy on Education (NPE, 2004) implies making it possible for everyone who is entitled to education to receive it. Tonwe (2005), Dada (2004) defined access as the right to receive formal education as distinct from informal education, while UNESCO (2003) puts access in tertiary education as meaning, “ensuring equitable access to tertiary education institutions is based on merit, capacity, efforts and perseverance”. Equity in education implies ensuring that all the segments of the society get their fair share of access to whatever education opportunities are

provided (Ene, 2005). Similarly, Negash, Olusola and Colucci (2010) viewed access to higher education as having two dimension; increasing participation and widening participation.

Increasing participation refers to numerical increment in terms of the number of persons within the higher education age bracket registered at tertiary institutions, irrespective of the composition of participant. It implies that tertiary education has to be designed in such a way that it becomes possible for large number of individual within the age group to enroll. While wider participation on the other hand, point to the breadth or expanse of the mix of participants in terms of the sections of society they represent. This implies that higher education has the potential of reaching the traditionally underrepresented and disadvantaged sections such as students from economically backward regions, students from poor household, female students, students with physical or learning disabilities, students from migrant families, and students from socially discriminated casts.

Both participations (increase in number and wider) amount to physical access which is the bottom-line of this research. The National Policy on Education provides for equal opportunities for all Nigeria citizens at all levels of education without discrimination. Hence, equal access to higher education according to UNESCO (1998) ensure enrolment free from direct and indirect methods of discrimination on the basis of gender, social or economic background, race, religion, language or physical disabilities. The picture put forward by UNESCO above is what the actual access must portray, but there are a lot of problems affecting access especially to university education in Nigeria at present.

The problem of access was first noticed by Ashby Commission as early as 1959. The Commission reported then that there was an imbalance in educational opportunities between the southern and northern parts of the country and that opportunities for enrollment were inadequate for the needs of the country. In order to ensure quality university education and to guarantee equitable representation of all states in the university education in term of enrolment, National Universities Commission (NUC) and another government agency called Joint Admissions and Matriculation Board (JAMB)

was put in place by Nigeria government. In spite of these two bodies that were established in 1978, access to university education has been posing a serious threat to Nigeria university applicants in general, less than 20% of those who apply to the universities are admitted. (Moti, 2010)

According to Okebukola (2006), expansion and diversification in higher education, driven by the demand of an upward mobile population and the needs of a globalised economy, are important factors underlying the rising demand for university education in Nigeria. The major contributory factors in this expansion include high population growth, expansion of basic and secondary education and the number and rate of growth of students that want university education.

The entire university system in Nigeria can only accommodate about fifteen percent of those seeking admission. The situation will worsen when graduates of the Universal Basic Education Scheme (UBES) come knocking on the doors of the universities. Nevertheless, some of the most significant policy initiatives that have increased access to university education are the licensing of 42 private universities and the re-opening of the National Open University. The establishment of more universities by state governments is further complementing the efforts of the federal government in this regard. (Okebukola, 2006).

The system of admission through JAMB had continued to come under heavy criticisms as various studies conducted continued to reveal lack of relationship between JAMB entry scores and performance in degree examinations. This situation has made the universities to become somehow involved in the selection of their intakes. The Federal Government as part of the reform efforts in 2005 allowed universities to conduct post university matriculation examinations (Post-UME) screening for candidates that have achieved a certain level of performance in JAMB examinations. This arrangement has also created more hurdles in accessing university education for the admission seekers.

The demand for university education has reached an unprecedented high level that Nigeria needs more than double the current number of universities to meet the required need. Moti (2010) submitted that quota system, carrying capacity, funding,

socio-economic background of applicants among others are the major challenges confronting or limiting access to university education in Nigeria.

In tackling these challenges, the Federal Government has advanced several measures to reduce the access problem faced by the prospective qualified applicants. Some of these measures are; the licensing of private universities to complement government effort, the re-opening National Open University of Nigeria (NOUN), and approval of Open and Distance Learning programmes in some universities that have facilities to manage them. These avenues created by the Federal Government will go a long way in expanding access to university education.

Private universities which is the focus of this research has been on the increase in recent time this has been suggested by many researches as an avenue to provide solution to access problem to university education in Nigeria. It started with licensing of just three (3) private universities in 1999 by the Federal Government through the regulatory body called National University Commission (NUC), but it has increased to an appreciable number of fifty (50) within the space of thirteen years. However, there has not been a commensurate increase in the number of students offered admission by these universities. This observation was affirmed by Professor Dibu Ojerinde, Registrar/ Chief Executive, Joint Admission and Matriculation Board (JAMB) who in one of his addresses submitted that increase in the number of universities in the country with the licensing of private universities has not translated into more slots for students who seek university admission.

This limitation in private universities admission is borne out of limited carrying capacities and high cost of studentship in them among others, invariably the situation may remain unchanged significantly with multiplication of more private universities. The present research is set to examine private institutions' perception on their participation and its influence on access to university education in Nigeria.

2.1.5 Deregulation Policy of Education in Nigeria

Deregulation policy, an economic term which is simply the opposite of regulation is a phenomenon that is taking its toll on virtually every sector of Nigeria economy. The

policy was first experimented in the down-stream oil sector before spreading its tentacles to telecommunications, airlines, electricity, and water supply, and recently banking sector.(Akintayo, 2003)

The concept of deregulation has to do with the removal of stringent regulations of the government, allowing the private sector in participating in the provision of essential services or operation of some other corporations where government have the sole right initially. Consequently, allocation of resources and or prices of products are determined by the market forces. With the reduction of government influence, the operating rules are released, thereby creating a freer atmosphere for private investment.

The main objective of deregulation is to address the issue of inefficiency and ineffectiveness which is much predominant in the public sector or corporations. With the involvement of private organisations or individuals, the operation of the business is basic on actual market situation with profit margin as the performance indicator. The major benefit of deregulation is availability of the product(s), efficient management and improved quality of the product or services.(Adeogun, Subair and Osifila, 2009)

In Nigeria, education is seen as the greatest force that can be used to achieve quick desirable changes or development of the nation's economic, political, sociological and human resources (FGN, 1998). The Ashby Commission report of 1959 as reported by Anyanwu (1987) marked the increased involvement of the Federal Government at all levels of the education system. Most importantly are the 1972 indigenization decree and the 1972 Federal Decree on Education, which made university education an exclusive reserve of the federal government.

This regulation policy by the government has made the education sector or more precisely university education to suffer serious setback due to inadequate funding and systematic destruction of university autonomy and academic freedom and consistent interference in the management of universities. The pressure on existing facilities and manpower with its attendant stress and frustrations, have constituted elements of low morale of staff and students, coupled with the failure of the universities to generate only

10% of their fund requirements internally on their own appears to validate the case for deregulation policy on the university system.

It is believed that deregulation of university education will provide alternative source of income generation for the system rather than the usual dependence on government provision. This according to Dennis and Jonathan (1990) will enable the government to make provision for other essential services.

Therefore, deregulation policy on university education funding is seen as a well thought out alternative to access university education through increased and improved participation of all beneficiaries of the process. accepting the desirability of competition as a prerequisite for standardization and efficiency, then, the different instrument of privatization need to be compared, namely selling or deregulation to allow the entry of competition (Hughes, 1998). Accordingly, the easiest way of introducing competition is to deregulate the sector.

The deregulation of university education does not imply that government will compromise standards but it can only lead to efficiency in the education production function. Government is usually interested in the maintenance of quality along the standards established. The role of the NUC is to ensure standard in academic. In the area of academics, the NUC's visits to private universities will be to ensure that laid down standard is maintained, and administration is not compromised and run mainly for profit and undermining academics, the sole purpose of the license. As a result, deregulation only confers ownership on the private education provider. The federal government is still in control of the university system, while the charter granted for operation can be withdrawn at anytime.

Ultimately, deregulation of the university system will pave way for entrepreneurial expertise which of course can handle the university with the same hand they use in the management of their private business, which will advertently lead to access expansion for many applicants who have been denied severally.(Tsai, 2001)

Summarily, university education in Nigeria in contemporary times has witnessed tremendous expansion and diversification. Consequently, a lot of human, material, time and financial resources are required and the government alone seem not to be able to cope with the aforementioned needs. Hence, the private sector participation in the provision and management of university education cannot be over emphasized.

2.1.6 Approaches to Deregulation of University Education in Nigeria

Deregulation of the educational sector, especially university education has been controversial and the nature of this dispute is predictable (McConnell and Brue, 1996). According to McConnell et al, two theories underscore the debate on deregulation, namely the “legal cartel theory” and the “public interest theory” (Akintayo, 2003).

While the proponents of the “legal cartel theory” contended that it would lower prices, increase output, and eliminate bureaucratic inefficiencies, some critics of deregulation who align with the “public interest theory” argued that, deregulation would result in gradual monopolization of some deregulated industries by one or two firms, and that the attendant results would be higher prices, diminished output, and deteriorating services. Despite these two theories with their opposing positions, studies have shown that, the overall effects of deregulation has been positive in the Nigerian deregulated economic environment. This is evident in the airline transportation, communication, banking, and even education industries, where there has been a tremendous growth and contribution to society’s well-being through lower prices, lower costs, and increased output.

Generally, the “public interest theory” of regulation holds that government must regulate business to prevent allocating inefficiency arising from monopoly power. The legal cartel theory on the other hand suggests that firms seek government regulation to reduce price, competition and ensure stable profit. But evidently, considering those two views, the challenges of expansion in core sectors of the economy has therefore refrain considerably the continuing regulation power of the government, although, this does not

implies that government general fiscal measure of economic control and standard assistance will be lacking.

In enhancing clarity of expression on deregulation of university education, Akintayo (2003) conceptualize it from eight approaches, especially in the context of understanding the process from the different perspectives of both the “public interest theory” and the “legal cartel theory.” These concepts are:

- 1) Objective-Oriented Approach: In this case, the aim is to access higher education to the growing demand. Secondly, to accelerate the pace of national development through learning, research, capacity building and all other factors such as development needs.
- 2) Management-Oriented Approach: That is management can no longer provide for the expansionary challenges of the system. Thus, it needs be deregulated to allow for private sector participation in funding, access creation, standardization and growth.
- 3) Consumers-Oriented Approach: Essentially, the public (students and parents) are dissatisfied with the current quality and standard provided by the so much regulated higher educational system in Nigeria. As consumers of the higher education product, the only way to be assured of efficiency in product/service delivery is for the sector to be deregulated.
- 4) Expertise-Oriented Approach: The contentions of the experts are that, world over, no economy enjoys regulations in its core sector any more. That, government must allow the market forces to determine the quality of service to be rendered and at what prices such quality is expected.
- 5) Adversary-Oriented Approach: The orientation here is that, deregulation is against the “public interest” theory of regulation. Consequently, given that higher education is deregulated, costs will rise, quality compromised and services become inefficient. But, this is a narrow view to the understanding of

deregulation matrix which is anchored on high level of competition and which subsequently lead to efficiency and costs regulations due to high taste and expectations.

- 6) **Naturalist and Participants Approach:** The essential interest in this approach is that, deregulation ensures the full involvement and participation of various interest groups in the provision of higher education. These groups could be, the government at all levels, religion bodies, NGOs, individual (private bodies), communities among others. The naturalist and participants approach to deregulation expect that, apart from the government, all other interested parties in higher education objectives must participate in its provision to ensure access and equality.
- 7) **Adviser Approach:** This approach stems from the policy “think-tanks” who, having practical evidences of the advantages of deregulation advise the government to privatize, liberalize and generally deregulate the system.
- 8) **The General-Environment Approach:** A critical look at the global economy, coupled with the challenges posed by globalisation and partnership in development cooperation, it cannot be better done than to deregulate the system. This is the practice world over with respect to education.

These eight approaches to the deregulation of university education portend serious implication in terms of its funding which infact is worrisome and grossly inadequate considering the present allocation and the “steady growing demand for the public good. Even the public interest theory is assumed to be truly operational when the “public demand and interest” for such services or goods are adequately catered for.

Hence, private initiative in university education is a welcome development if the funding and access problem which has been insurmountable to the government must be passing event. Nevertheless, the governmental fiscal control will still be maintained

through the NUC to ascertain quality assurance and costs regulation in university education provisions.

Also, advocating a joint role for sharing the costs and benefits of university education between government and private sectors, Babalola, Ademola, Okediran, Ayeni and Adedeji (2006:139) suggested a four-policy option for adoption by Nigeria and other African countries. These options are:

- i) Regulated private,
- ii) Subsidized private,
- iii) Competitive private, and
- iv) Complementary private system of university education.

They opined that regulated private education system is a modification of the purely private system. Under this system, governments allow the private sector to provide schooling under a vigilant eye of the state. The state provides guidelines and legislation concerning the minimum requirements for the establishment of institutions of learning, their inputs, enrolments, process, outputs and their fees. One of the limitations of the regulated system of private education is with respect to inability of private investors to bear the cost of regulations above what parents could afford. In this wise, it is either the government bear the extra cost of raised standard or the bulk will be passed to the consumers.

A modification of the regulated private system of education is the subsidized private system, which takes care of the problems associated with cost of regulations on the side of the private providers of education as well as cost of positive externalities and unwillingness to pay on the side of individuals who wish to invest in education.

The other two options (competitive and complementary private systems) are meant to correct practical problems associated with the purely public systems of education, which by nature is bureaucratic, and with time becomes slow and unresponsive to customers' needs.

The belief is that an existence of a parallel private system of education, which is by nature non-bureaucratic, will inject vigour into the whole system of education and thereby lead to “value for money” that will raise the standard of education in both sectors. Unfortunately, not everybody is always able to pay even if willing to receive private education. Consequently, some parents and very brilliant students would be forced into public institutions of learning owing to financial inability.

Modifications of the competitive system bring about the complementary private education system. In this case, both sectors cooperate to produce the required attitude, skill and knowledge for building a strong and dynamic society where everybody (male or female, rural or urban, poor or rich) has access to quality public and private education and enjoy equal educational opportunity.

This option is considered most politically acceptable by Babalola et al (2006), and is supposed to be in operation in Nigeria (2004). Much development has taken place since this period, as the number of private universities which was just six then has risen to fifty presently (2012). This trend portend further complementary and supportive role of private system of university education in a mixed market-oriented economy.

Both Akintayo (2005) and Babalola et al (2006) has presented premises and modes of private interventions to university education. Nigeria seems to be operating the competitive and complementary private system because the cost differentials still exist though not wide. However, private initiative has made university education reachable to many who have been denied admission severally.

2.1.7 Private University Education in Nigeria

The establishment of private universities in Nigeria dates back to the period of second democratic experiment (1979-1983) following the ruling by the Supreme Court of Nigeria that the establishment of private universities was constitutional (Barrow 1996 cited in Thaver, 2004).

Within a period of four years, twenty-six private universities were established without due regard for proper planning and implementation, with neither good infrastructural facilities conducive for learning, nor serious-minded academics in their foundation list. Some of the institutions were widely seen as glorified secondary high schools thereby bringing to the fore the issue of quality and academic standards (Obasi, 2007). To avoid the impending disaster, federal government promulgated decree (Act 19 of 1984 and 16 of 1985) to sanitise the system leading to the abolition of the 26 universities (Okebukola, 2008).

However, following a successful military coup in 1985, the new leader General Ibrahim Babangida reversed some of the policies of his predecessor General Muhammad Buhari. Among issues re-visited was the ban on private universities. Commission on the Review of Higher Education in Nigeria of 1991 was set up widely known as the Longe Commission. One of the fifteen-item terms of reference of the Commission was to proposed eligibility criteria for the establishment of future universities in Nigeria (Longe Report, 1991). The commission's recommendations became later the foundation upon which today's guidelines on the establishment of private universities were based.

This development led to the enactment of decree (Act) No. 9 of 1993, which allowed individuals, organisations, corporate bodies as well as local governments to establish and run private universities upon meeting the laid down guidelines and obtaining approval of government. The Act stipulated the conditions that must be met to enable the National Universities Commission (NUC) assess the adequacy or otherwise of the application and process therefore for approval and licencing.

The inauguration of the democratic system of government under President Olusegun Obasanjo in 1999 could be described as the turning point in the chequered history of private provision of higher education in Nigeria. The first set of private universities that were approved and licensed by NUC were; Igbinedion University, Okada, Babcock University, Ilishan-Remo and Madonna University, Okija. Thereafter,

five (5) other private universities were licensed between 31st July, 2001 and 28th May, 2003. The years 2005 and 2006 witnessed the establishment of additional sixteen (16) universities. Between June and December, 2007, another batch of 10 were offered licenses bringing the overall number to 34 (Okafor, 2008). Of recent, precisely 2009 October, a set of another 7 private universities were also licensed, making the overall number to be 41. (Daily Compass, 2009).

(See table on page 36)

UNIVERSITY OF IBADAN

Table 2.2: List of Nigerian Private Universities and Year Founded

S/N	Name of University	Year Founded
1.	Babcock University, Ilishan-Remo, Anambra State.	1999
2.	Madonna University, Okija, Edo State	1999
3.	Igbinedion University, Okada	1999
4.	Bowen University, Iwo, Osun State	2001
5.	Covenant University, Ota, Ogun State	2002
6.	Pan-African University, Lagos	2002
7.	Benson Idohosa University, Benin City	2002
8.	ABTI University, Yola	2003
9.	Redeemers University, Mowe, Ogun State	2005
10.	Ajayi Crowther University, Oyo	2005
11.	Al-Hikmah University, Ilorin	2005
12.	Caritas University, Amorji-Nike, Enugu	2005
13.	CETEP City University, Lagos	2005
14.	Bingham University, Jos	2005
15.	Katsina University, Katsina	2005
16.	Renaissance University, Enugu	2005
17.	Bells University of Technology, Badagry	2005
18.	Lead City University, Ibadan, Oyo State	2005
19.	Crawford University, Igbesa, Ogun State	2005
20.	Wukari Jubilee University, Benue State	2005
21.	Crescent University, Abeokuta	2005
22.	Novena University, Ogume, Delta State	2005
23.	University of Mkar	2005
24.	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	2006
25.	Caleb University, Lagos	2007
26.	Fountain University, Oshogbo	2007
27.	Obon University, Obon Ntak	2007
28.	Salem University, Lokoja	2007
29.	Tansian University Umunya, Anambra	2007
30.	Veritas University, Abuja	2007
31.	Wesley University of Science & Technology, Ondo	2007
32.	Western Delta University, Oghara, Delta State	2007
33.	Achievers University, Owo, Ondo State	2007
34.	African University of Science and Technology, Abuja	2007

Source: NUC, 2008

(Table 2.2 continue)

S/N	Name of University	Year Founded
35	Wellspring University Evbuobanosa, Edo State	2009
36	Paul University, Awka, Anambra State	2009
37	Rhema University, Obeama-Asa, Rivers State	2009
38	Oduduwa University Ipetumodu, Osun State	2009
39	Afe Babalola University, Ado Ekiti, Ekiti State	2009
40	Godfrey Okoye University, Ugwuomu-Nike, Enugu State	2009
41	Nigeria Turkish Nile University, Abuja	2009
42	Adeleke University, Ede, Osun State	2011
43	Baze University, Abuja	2011
44	Landmark University, Omu-Aran, Kwara State	2011
45	Samuel Adegboyega University, Ogwa, Edo State	2011
46	Elizade University, Ilaramokin, Ondo state	2012
47	Evangel University, Akaeze, Eboyin State	2012
48	Gregory University, Uturu, Abia State	2012
49	Macpherson University, Sekiri Sotayo Ajebo, Ogun State	2012
50	South Western University, Oku Owa, Ogun State	2012

Source: Daily Compass, 2009, NUC SCOPU Bulletin, 2011.

As at 2008, out of 34 private universities, twenty have commenced full academic activities and have a total student enrolment of about 30,000. This accounts for about 18% of student admissions in the 2006/2007 academic session (Okebukola, 2008). One unique characteristics of these universities is the fact that each of them started with three faculties – management science, social/humanities and agriculture, except for Igbinedion and Bowen Universities which have added Colleges of Medicine to their faculties.

Table 2.2 shows that majority of the universities are owned by religious organisations. The table reveals that out of 50 private universities licensed so far, 21 (42 percent) are directly owned by Christian bodies, 3 (4 percent) owned by Islamic religious

organisation. This reflects the global trend which has established that religious organisation have been in the forefront of the establishment of private universities. The Nigerian case according to Obasi (2007) can partly be attributed to public disenchantment over the high level of moral decay, indiscipline and secret cult activities prevailing in public universities, and among other things, their instable academic calendar arising from frequent unrest by both staff and students. These universities therefore came to fill this void.

The growth of private universities in Nigeria has brought several education benefits as submitted by Okebukola (2008). Firstly, it has opened up the admission space for more candidates seeking university education. For instance, in 2006/2007 academic session 24 private universities admitted at least 18% of candidates who are eligible for university education.

Secondly, the seemingly healthy competition between private and public universities is believed to be engendering academic proficiency and improvement in quality service delivery within the university community as pointed out at the 2006 annual review meetings of university education in Nigeria by Vice-chancellors of universities.

Thirdly, it is believed that the incessant academic instability which has characterised public universities for more than a decade owing to university workers' strike and students unrest is at minimal proportion in private universities.

Fourthly, a gradual decline in the manifestation of vices in universities is becoming evident since such social and academic vices as cultism, examination malpractice, sexual harassment and sale of handout are hardly features of private universities.

Fifthly, private universities are producing high-level manpower to drive the nation's economy. Graduates from the first generation private universities have been rated to be well skilled by employers of labour. Also assessment of the performance of

private universities by NUC's Committee on the Monitoring of Private Universities (COMPU) show that the infrastructure and equipment for teaching and learning are generally of high quality, especially in Bowen, Babcocks, Covenant and Igbinedion universities. Specifically, the Education and Science Faculties in Bowen university were cited as the only faculty in the country that has a Department of Physic and Solar Energy.(Okebukola, 2008)

On the downside, the fee regime of some of the private universities is steep, proprietor supplementary funding is low, proprietor intrusion into the day-to-day administration of the university is common, the desire to over-enroll in non-science programme is high, staffing is bottom heavy with regard to rank and in research activities, they are still at infancy stage.

Moreover, there is still an argument from some viable quarters or bodies securing university education in Nigeria that establishment of more private universities does not guarantee more admission or has not translated into more slots for students who seek university admission. According to Ojerinde, Registrar/Chief Executive (JAMB) in one of his keynote addresses, he submitted that at the close of the 2003/2004 academic session, there were just seven private universities in the country. Since then, the number of private universities in the country has risen to 35. So, added to 27 federal and 34 state universities, there are altogether a total of 97 universities in the country. However, there has not been a commensurate increase in the number of students offered admission by these universities. (Ojerinde, 2009)

He further established that, out of the 1,043,361 students that applied for admission in 2003, only 108,148 representing 10.48 percent were offered admission. In 2004, only 125,673 students, representing 13.10 percent of the 962,133 students who sought admission to Nigerian universities were able to given admission. The case was worse in 2005 as only 107,161 representing 10.40 percent of the 1,030,670 candidates that applied for admission actually secured admission into Nigerian universities. In

2006, of the 893,259 students that applied, only 106,304 (11.90 percent) were able to gain admission (Ojerinde, 2009). These statistics clearly shows that increased number of private universities has not significantly imparted the total enrolment rate in Nigerian universities.

It has been observed that further proliferation of private universities will not absolutely help in the area of access creation to applicants seeking admission as the carrying capacity of each university has been stipulated by the National University Commission based on their available faculties and resources. More also, most of these newly established private universities cannot start on the same platform as their public counterparts, who has developed over the years to reach their present height. Also, the cost of studentship in these private universities is another inhibiting factor that will not make it accessible to most average applicants in Nigeria

Also, in view of the all-important role and dire need for university education in Nigeria and permission granted to private operators to complement government effort; some unauthorized private bodies have joined to exploit the situation. In recent time, about 51 illegal universities were named by National University Commission in 2008 (Leadership, 2008, NUC SCOPU Bulletin, 2011). This will rather wreck more havoc than providing succour to the applicants and the nation as a whole.

Implicitly, much is still needed to be done in the area monitoring and quality assurance among the private universities operating in Nigeria presently to safeguard the education sector and national development of the nation.

2.1.8 Private Institutions' Contribution on Access to University Education in Nigeria

Cursory look into education sector in Nigeria for the past two decades reveals private partnership in the provision of primary and secondary education, which has made the system to be more efficient and accessible to all and sundry who wishes to be

admitted at those levels. It is noteworthy that education to all level still remains a public good with this co-existence of public private investment in its provision.

The question is, why should deregulation of university education then be a problem? In the word of Abdu (2003), he posited that most universities are of the view that cost sharing (through deregulation) is inevitable, and some point out that it has been the practice in Nigeria, *albeit* informally, since most of the internally generated funds are from “direct fees” for service and facilities provided to students in the universities.

It is quite obvious over the years that government has not been able to adequately provide solely for university education. Hence, as obtainable at lower levels (i.e. primary and secondary school levels), private bodies should be involved to join the government in funding university education so as to widen its access capacity.

Apparently, private sector has been engaged in the provision of support to university education in Nigeria even before the ban on university’s satellite campuses and study centres in 1984. The participation has not been in the area of ownership per se but it is visible in the corporate responsibilities offered by international, national and corporate organisation that have business concern in the country. This is bringing alive the phenomenon of corporate social responsibility (CSR) which requires certain obligations and services from individual private organisations to their immediate communities for a good symbiotic relations.

International organisations like Rockefeller Foundation, Mac Authur Foundation, DVV German Foundation and few others supported some first generation universities in the area of finance and infrastructure in order to make them attain international standard. Recently, many oil companies, banks, communication outfits and private individuals have taken up this challenge. Noticeable among them are Chevron, Shell, First Bank, UBA, Central Bank, Intercontinental Bank, GT Bank, MTN, Globacom Network, Zain and host of private individuals have been contributing immensely to the

public universities in their domiciled communities. These private sector inputs are obvious in the provision of infrastructures like lecture rooms, auditoriums, technology (ICT) equipments, students' hostels, renovation of roads within the institutions, sinking of boreholes, and support to staff development through exchange programme and abroad study programmes. These diverse contributions of private sector have in no small measure expanded the access capacity of the public universities in Nigeria (Oyemomi, 2003).

Most developing nations made access expansion a frontline policy in their educational plan so that the national interest will be safeguarded. McGiveney (1990) posited three major reasons why policies on increasing and widening access for university education has continued to be sustained. The reasons are:

Firstly, because certain social groups are systematically disadvantaged within the educational system, measures are required to encourage wider participation from these groups for reasons of equity and social justice;

Secondly, access is encouraged for reasons, associated with pragmatism and expediency at times when patterns of demographic decline amongst high school leavers indicate a need to find new sources of recruits to higher education;

Thirdly, as a factor of national interest; movements have maintained that, investment in human capital is important for the economic growth and development of society, and that increased access will help sustain economic competitiveness with international competitors. On the premise of the reasons given, access to university education provision of a nation becomes very important policy issues.

In sub-saharan countries, the number of private institution of higher learning grew from 30 in 1990 to over 85 in 1999 (IBRD/World Bank 2002). Much of this expansion has occurred in Anglophone countries where economic liberalisation is now well established. These countries include, Kenya (21 institutions), Tanzania (14), Ghana (12), Uganda (11), Nigeria (6) and Mozambique (5) Babalola *et al* (2006). This trend

confirms the fact that the issue of private universities in education provision is more of global phenomenon and not a local one.

The privatization moves of African governments in general and Nigeria in particular according to Babalola et al (2006) hinge on the America's free market enterprise, based on the view that economy operate best when government leaves businesses and individuals to succeed or fail on their own merits in open, competitive markets. This concept came from the economic theory of Adam Smith who believed that as long as markets were free and competitive, the actions of private individuals, motivated by self-interest, would work together for the greater interest of society. Nevertheless, governance should ensure that private or self interest does not jeopardize public or society's interest and vice versa.

While the existence and spread of private primary and secondary schools are not new in Nigeria, the rise in the number of private universities is a recent phenomenon. In 2003, apart from 16 degree awarding institutions, Nigeria had 49 universities comprising six operational private and 43 public universities (JAMB, 2003). These public universities consists of 24 federal and 19 state institution distributed among the 36 states of the federation.

However, these available universities still finds it pretty difficult to absorb one tenth of the yearly application for university education in Nigeria. Apart from encouraging private investors to open new universities, the federal government of Nigeria, if it had its way, is likely to privatize at least some of its universities by selling them to the private investors. The government hopes that by so doing, privatization might lead to an open accounting system, stability in Nigerian universities, sustainable growth and improved finances (The Guardian, June 15, 2004:18).

To adequately manage this situation of shortage, the complementary private education system as propounded by Babalola et al was co-opted but with some measure of regulation by the state to guard against excesses and also ensure quality. Presently

(2012) the population of private universities in Nigeria has risen to fifty (50). These universities are spread across the six geopolitical zones and are run by religious organisations and other private bodies.

Observing the trend of growth in these private institutions, Okebukola (2008) noted that, out of the 34 private universities available as at 2008, twenty have commenced full academic activities and have a total student enrolment of about 30,000. This accounts for about 18% of student admissions in the 2006/2007 academic session. This enrolment rate show significant potential for growth. Also, another evidence was revealed from one of the oldest new private universities. Madonna University, which graduated 390 students during its first convocation ceremony in 2004, had 7,000 students as of 2005 (Obasi, 2008).

With this trend of development, the private absorbing role which is ever increasing will go a long way in alleviating the problem of placement which has become an endemic drought plaguing university education in Nigeria.

However, in terms of public-private sector divide, the size of the public sector (federal and state universities) predominates as it controls huge percentage while the private sector only controls just a fragment. But the trend of private universities development and establishment presupposes that private universities will outnumber the public one in few years to come. This tendency was confirmed by the Standing Committee on Private Universities (SCOPU) of the NUC (2011) and Taiwo & Adoba (2004) who ascertained that about 146 applications are currently undergoing scrutiny by the NUC. It is possible that with time, the private universities size may dominate as already happening in some other countries like Japan (Altbach, 2000; Obasi, 2005), Phillipines, South Korea and Indonesia (Altbach, 2000, 2002). The present enrolment profile which shows significant potential does not differ from that of other African countries (Thaver, 2004). The table 2.2 below shows the total students enrolments in Nigeria Private Universities as at 2007.

Table 2.3: Total Students Enrolments in Nigerian Private Universities (May, 2007).

University	Full-Time	Part-Time (FT)	Total (PT)
Abti-American University, Yola	479		497
Ajayi Crowther University, Oyo	805	17	822
Al-Hikma University, Ilorin	167		167
Babcock University, Ilesan-Remo, Ogun State	4,046		4,046
Bells University of Technology, Ota	176		176
Benson Idahosa University, Benin City	2,212		2,212
Bingham University, New Karu	269		269
Bowen University, Iwo	3,901		3,901
Caritas University, Amorji-Nike, Enugu	1,625		1,625
Covenant University, Ota	6,617	190	6,807
Crawford University, Igbesa	311		311
Crescent University, Abeokuta	66		66
Igbinedion University, Okada	5,235		5,235
Joseph Ayo Babalola University, Ikeji-Arakeji	246		246
Katsina University, Katsina	312		312
Lead City University, Ibadan	1,572		1,572
Madonna University, Okija	7,561		7,561
Novena University, Ogume, Delta State	236		236
Pan-African University, Lagos	77	130	207
Redeemer's University, Ogun State	625		625
Renaissance University, Agbani, Enugu	-		-
University of Mkar, Mkar.	566		566
Wukari Jubilee University, Wukari	117		117
Total Enrolment (both UG & PG) in Private Universities			37,636
Total Enrolment in All 76 Universities with Students as at May 2007 (both UG & PG)			1,108,199
Percentage of Private to Public Universities (both UG & PG)			3.4%

Source: (Obasi, 2007)

The current admission trend in Nigeria private universities indicates the existence of significant potentials for higher education enrolments in the future perhaps as found in some other countries in Asia where enrolments are in range of 76 percent to 80 percent. (Chiba, 2000, Altbach, 2002, Obasi, 2005) or in Chile (Latin American) which has 71 percent enrolment (Bernasconi, 2002).

2.1.9 Corporate Social Responsibilities and Nigerian Universities

The concept of corporate social responsibility proposes that business organisations have responsibilities to society that extend beyond profit maximization. Business organisations, institutions and corporations operates in a given environment characterized by dynamism, complexity and uncertainty. Thus, managers, directors and proprietors must take consideration of the interest of many external public (stakeholders and society) in the performance of their organisations duties. More than ever before, stakeholders demand that business functions in a responsible way. They opined business responsibility and its relationship to the community in which it operates and seeks to serve are more important than ever.

The European Foundation for Quality Management (EFQM) perceived CSR as a whole range of fundamentals that organizations are expected to acknowledge and reflect in their actions. It includes among other things respecting human rights, fair treatment of the workforce, customers and suppliers, being good corporate citizens of the communities in which they operate and conservation of the natural environment. These fundamentals are seen as not only morally and ethically desirable ends in themselves and as part of the organization philosophy, but also as key drivers in ensuring that society will allow the organization to survive in the long term, as society benefits from the organisation's activities and behaviour. (EFQM framework for social responsibility, 2004).

Corporate Social Responsibility (CSR), the set of standards to which a company subscribes in order to make its impact on society, has the potential to make positive

contribution to the development of society and businesses. More and more organizations are beginning to see the benefits from setting up strategic CSR agendas. The CSR movement is spreading over the world and in recent years a large number of methods and frameworks have been developed, the majority being developed in the West.

The social responsibility clause in most private sector companies make them to go for community based projects in place where they operate. These organisations and individuals, out of the profit made from their operations, plough back funds to develop the communities found around them. Nigeria is blessed with socially responsible corporate bodies and individuals in the private sector who develop the human, natural, physical, financial and social assets of the poor around them. Such development has been noticeable in the health, education, infrastructural, social and agricultural sectors of our economy. The poor people in such communities have had a turn-around in their status attributable to the private sector operators' interventions (Oyemomi, 2003).

Corporate social responsibilities is one of the three cardinal objectives of university education in Nigeria, i.e. teaching, research and community service. Community service is another nomenclature for corporate social responsibility, this demands that the university system should as a matter of importance, voluntarily support societal programmes even if society does not expect such support. In the words of Jones and George (2003) the term social responsibility refers to an institution or a managers duty or obligation to make decisions that nurture, protect, enhance, and promote the welfare and well-being of stakeholders and society as a whole. Some researchers in the developed countries like Britain opined that social responsibility will make a firm an attractive investment. (Stanwick & Stanwick, 1988; Arlow & Gannon, 1983; Wokutch & Spencer, 1987) Nigeria as a developing nation is yet to acculturate corporate social responsibility into her organisational framework appropriately. Though many institutions like public university systems, and some business organisations are already complying with these unwritten social rules which are desirable in terms of

objectives and values of the society, but much is still desired by the society from these establishments.

Nigeria universities, mostly public ones are noted for divers of community services like provision of educational service to the neighbouring communities i.e. extra-mural programmes, extension/programmes, coaching classes and offering some of their infrastructures (halls, theatre, etc) for rent to the community people who are in need of these facilities at a subsidized rates. The university system in Nigeria consider it an obligation to lend their support to their immediate societies, as they believe that establishment needs the support of the society in order to grow and prosper while society needs business organisation and establishments in terms of goods and services they provide. Failure of an organisation to undertake its social responsibility can lead to regulation by government and an opposition by the society.

Despite that public university systems are non-profit oriented establishments, who specialises in public goods provision, business organisations are challenged to take after them by operating in socially responsible manner within their immediate society. This is the viable way that can make their business concern to be a sustainable one, owing to the warm reception that the public gives to corporation and institution that affects their standard of living. Thus, university education (mostly private ones) which is being operated as a business entity need to discharge a good sense of responsibility to his immediate community, to better her lot and that of the community people and as well actualize the third cardinal objective of university education which is community service.

Conversely, the public universities which provides the public good (university education) and also serves members of its immediate communities not necessarily in dispensing formal education alone, also needed to be supported in number of ways by viable business establishment, corporate organisation and philanthropists (individual) within their neighbouring setting. This support is very needful as it is generally known

that the federal government is finding it difficult to finance the university education solely, hence, those corporate organisations and individuals can make university education more amiable and accessible for applicants and workforce there through their corporate social responsibility obligations to these institutions.

UNIVERSITY OF IBADAN

Record apparently demonstrated that, private sector have been on in university education provision apart from the recent proliferation of the university system in Nigeria. Even, international bodies/donors are not left out in this charitable exercise. Donors like Ford Foundation, Mac Author Foundation, Rockefeller Foundation, DVV, UNESCO, UNDP, UNICEF etc have been supporting university system in Nigeria before corporate social responsibility became an household value in many developing countries.

Likewise, there are some other national and local corporations that are domiciled in Nigeria which their corporate social responsibility efforts cannot be underestimated. Business entities like Shell, Chevron, MTN, GLO, ZAIN, UBA, First Bank of Nigeria Plc, Intercontinental Bank, Oceanic Bank, BAT, and host of other private firms and individuals have impacted positively the development of university education in Nigeria through financial and infrastructural supports to the universities in the community they are domiciled.

It is obvious that corporate social responsibility is necessary in the Nigerian business environment. This is because the private sector needs to complement the government in providing for the people through capacity building, infrastructure development educational support and health care provision. Companies cannot claim to be successful if the economy and majority of the people in which they claim to attain this success are living in abject poverty as the case of Nigeria. Firms in Nigeria make huge profits and therefore need to give back to assuage the sometime overt and covert deleterious effect of their activities.

The purpose behind the establishment of private universities is different from that of public universities. Since they are self-financing and profit oriented, they offered courses that have a premium both in the education market and on the labour market. The demand for particular course and the charges by the private universities depend on the employability of the graduates. The education and labour market give signals to the

private universities, and their success depends on their ability to regard quickly to such responses (Ajadi, 2010).

The courses offered in private universities in Nigeria reflect either a commercial consideration or religious orientation. Majority of them who are self-financing and profit generating offered courses closely aligned to the private sector employment especially in the manufacturing and service sectors. Courses on Information Communication Technology (ICT), Management and Business Administration, Accountancy, Banking and Finance are common among courses offered by private universities in Nigeria. These are market driven courses where demand will be sufficient to break even.

It is noteworthy to observe that many capital intensive courses are not offered by most of the private universities, course like Medicine, Pharmacy, Engineering Specialties and Science course except Babcock, Igginedion and few other private universities perhaps because of the financial limitation on the part of these institutions.

2.1.10 Programme Package (courses) in Nigerian Private Universities

The new and some of the rebranded diverse courses offered by the older private universities and the new ones suggest that they are conforming to the expectation of providing differentiated education (Geiger 1986: James 1991, Thaver; 2004 as cited in Obasi, 2008) and adding value to existing public higher education system. This differentiated function has to do with the entrepreneurial contents and moral undertone of the programmes.

Okebukola (2008) cited a report submitted by NUC's Committee on the Monitoring of Private Universities (COMPU) in which this committee reported that the infrastructure and equipment for teaching and learning are generally of high quality, especially in Bowen, Babcocks, Covenant and Igbinedion universities. Specifically, the Education and Science Facilities in Bowen University were cited as the only Faculty in the country that has a Department of Physics and Solar Energy.

Similarly, Obasi (2008) cited Covenant university as offering what it called 'Unique Programmes', which include Total Man Concept (TMC), Entrepreneurial Development Studies (EDS), Faculty Support Programme (FSP) and the centre for Wealth Creation (CWC). The FSP for instance perform its roles as in-loco parentis to students and assist them spiritually, academically, emotionally, socially and physically during their period in the university (Covenant University, 2005).

A cursory look at most of these private universities focus in the area of courses laid much emphasis on Business / Entrepreneurial in Science / Technology, Human development, Arts and Education and Law. Most of these courses are in existence already in the public university setting but are rebranded with new curriculum content in the private universities and they are especially labour market friendly.

It is noteworthy to submit that, inspite of myriads of courses offered by the private universities, it cannot compete favourably with the public universities in the summation of courses offered by these latter universities setting. The public universities are the springing board or basis for the private ones, hence most of the new and enterprising private universities courses are generated and developed on the existing one available in the public setting. It has also been observed by researchers that these entrepreneurial courses in private universities are not across board of the entire fields or disciplines in the university system. Private universities operate mostly and are thriving in the commercial and managerial fields, which are not capital intensive.

Erinosho, Aina, Okhomina and Tenilola (2008) and Ajadi (2010) in their different research findings noted that academic programmes as of private institutions are driven by market rather than their commitment in many disciplines. They further stated that these private universities offer degree programmes in the social and management sciences, accounting, banking and financing, marketing, advertising, public relations, business administration, ICT rated courses with the exception of Igbenedion and Babcock which offers courses in Engineering and Medicine.

Relating the human capital theory to this study, conclusion could be reached that applicants generally look beyond graduation before enrolling and committing their finance to particular courses within university system. They often think about the quick returns their investment in education would yield after graduation, which is the basis of academic programmes of private universities.

Admission criteria for all the courses in the private universities are same as obtainable in the public setting. The Joint Admission and Matriculation Board (JAMB) is also the body conducting the entrance examination, though a post-JAMB test is also written to further screen enrollees for all these courses in the private universities. Hence, in the area of new and entrepreneurial courses, which are mostly sought for by applicants, private universities are a place to reckon with.

2.1.11 Cost of Studentship and Flexible Payment Option in Private Universities in Nigeria

The issue of cost is central to private universities either the one for profit or the non-profit one, for this is what will guarantee the smooth running of institution for effective result. Most private universities charge exorbitant prices for their fees which is impossible for the average Nigerian parent to provide. The entire spaces for students in the private universities are not always filled up owing to the cost implication of enrolment in this setting. Available statistics in table 2.3 presents the average unit cost per student per session excluding accommodation in public and private universities in Nigeria (Akintayo, 2004).

Table 2.4: Average unit cost per student excluding accommodation in public and private universities per session.

INSTITUTIONS	UNIT COST/ DISCIPLINE		AVERAGE COST
	SCINECE BASED	ARTS BASED	
Federal universities			
1st Generation	₦20,000 00	₦ 15,000 00	₦ 17,500 00
2nd Generation and specialized universities.	₦ 30,000 00	₦ 20,000 00	₦ 25,000 00
State universities	₦ 60,000 00	₦ 40,000 00	₦ 50,000 00
Private universities	₦ 375,000 00	₦ 340.000 00	₦ 350,000 00

Source: Akintayo 2004

A close observation of the table 2.4 compiled by Akintayo in 2004 which is approximately half of a decade to the time of this study shows a wide gap in the unit cost of sponsoring a student between public and private universities. This clearly reveals why applicants still prefer to continue struggling for admission into public universities (mostly federal) inspite of the oversubscription of applicants in them. Akintayo (2005) further submitted that high tuition charges by private higher education provider e.g. Igbinedion about (₦ 500,000 00), Bowen (₦ 300,000 00), Babcock (₦ 400,000 00), Madona (₦ 350,000 00). All these approximation are not possible for the indigent students who have the prospect for university education.

In defense of this supposed high cost, the founder of Covenant university as cited by Obasi (2008) argued that an NUC statistics shows that the federal government spends about ₦300,000.00 per session as subsidy on training an undergraduate in its university (Covenant university, 2005c).

For example, in 2001, the total average unit cost for students in science-based disciplines was ₦239, 408.00 and ₦186, 505.00 for the Arts-based disciplines (Okebukola, 2002).

Thus, it should be assumed that their cost is not too high, only that the indigent students may find it difficult to cope financially with them.

In further defense, Okebukola (2005) made reference to some high profile yet highly patronized private secondary school fees in Nigeria. For example, the Loyola Jesuit secondary school in Abuja charges above ₦ 300,000.00 per session, which is even above what is being charged in some private universities at inception. But it is being argued that the prevailing level of fee in the private universities can be reduced if the federal government offers some financial assistance to private universities as it is the case in Japan. According to Obasi (2005c), this can be achieved through the Education Trust Fund (ETF) that manages the 2 percent of profit of limited liability companies registered in Nigeria as an education tax to be disbursed at the ratio of 50:40:10 to higher, primary and secondary education respectively. This contribution will enable the government to have a measure of influence on the private universities charges transferred to students, which will inadvertently pave way for some applicants that are willing but for high cost could not previously afford it.

Similarly, in corroborating this position Professor Deremi Abubakar (Vice Chancellor Al-Hikimah University, Ilorin) Professor Isaac Adeyemi (Vice –Chancellor, Bell University of Technology, Ota) in Ojerinde (2009) submitted that since private universities were established to help the government achieve its objective in educating the citizenry, they should therefore be assisted by the government to accomplish this. Hence, if physical access is to be enhanced in private universities, financial support from the government will go a long in promoting it.

Currently, the average unit cost of studentship in both public (Federal and State) and private universities have doubled up the amount been paid as at 2004 when Akintayo carried out a similar survey as shown on table 2.4.

Table 2.5: Average unit cost per student excluding accommodation in public and private universities per session.

INSTITUTIONS	UNIT COST/ DISCIPLINE		AVERAGE COST
	SCINECE BASED	ARTS BASED	
Federal universities and specialized universities.	₦40,000.00	₦ 30,000.00	₦ 35,000.00
State universities	₦ 140,000.00	₦ 100,000.00	₦ 125,000.00
Private universities	₦ 600,000.00	₦ 520,000.00	₦ 550,000.00

Source: Field work 2012

In encouraging the guardian, parents and applicants to private universities, the management in most of these institutions introduced flexible payment arrangement, to ease the burden of payment at once. These institutions allowed the tuition to be paid twice or at two installments; this payment opportunity is made available to guardians and parents who wish to enroll their wards in private universities but who could not afford the payment at once. This encouraging provision was available in Bowen, Covenant, Babcock and Ajayi Crowther Universities. This was noted during this research exercise, and it is on record that some parents have been exploring this avenue in providing university education to their children. Ultimately, more physical access has been provided to some applicants whose parents could not afford tuition payment at once to the private universities in Nigeria.

2.1.12 Educational Attritions in Nigerian Universities

The concept of wastage in education is evident in the large numbers of children who, for one reason or the other do not succeed in acquiring the full range of skill offered in the educational system. It has simply been used to describe the loss of students from school. It has also variously been defined as attrition and grade repetition by Scottish Council of Research in Education (SCRE, 2002) and the United Nations Educational Scientific and Cultural Organisation (UNESCO, 1992), as dropout (Bean, 1980) and repetition and withdrawal (Malaysia Ministry of Education, 2003).

Corroborating these view McDougall (2001) in Ofoegbu and Ojogwu (2006) posited that wastage occurs when either dropout or repetition or both makes it impossible for the flow of students from one grade level to the next higher one to be normal. Hence, attrition, wastage, and dropout occur when the number of students graduating from a cohort is less than the number that started the cohort. Similarly, education attrition in Nigerian university is the rate at which the students that applied or the ones on the programme already could not be admitted or leaves the system prematurely before the actual time such is suppose to leave.

Educational wastage or attrition in university setting has been linked to a combination of factors including economic and social elements (Yaffa & Cherry, 1991), distance from the students home (Bakari, 2000; Kiddie, 1999 & Ofoegbu, 1997), tuition, registration and examination fees and other education charges (Johns & McNabb, 2004). Potential students have been wasted as a result of poverty (Fitzcharies, 2001 & Davis, 2001) lack of instructional facilities and motivation (Martinez, 1995) and examination malpractice (Ofoegbu, 2004)

Osagie (1994) & Walton (1998) at different periods reported significant wastage rate across the faculties in universities Munzali (1999) observed that despite the emergence of state universities to compel the federal ones, a very negligible percentage (15% - 17%) eventually gets provisionally admitted into Nigerian universities. The pre-admission wastage into Nigerian universities seems to be more outstanding and alarming than the post-admission wastage or attrition happening in the higher institutions in the country. Little percentage of prospective candidates are offered admission for university education out of the vast number that jostle for limited vacant positions in the system. Adesanya (2001) reported between 1998 and 2000, JAMB received a total number of 512,778 applications but, only 86,456 (16%) were offered provisional admission. This means that about 83% of potential undergraduates who applied under a particular time frame had already denied themselves of the opportunity

of university education even before their credentials could be submitted for verification by University Admission Boards. This is how applicants are being denied admission into universities in their thousands on a yearly basis which is even increasing each year, because of the yearly turn-out of graduates from secondary schools across the nation.

The private sector participation in the provision of university education seems to have brought a sigh of relief to the difficulties of good percentage of applicants or seekers of university education in Nigeria, even with a difference. Many applicants that were screened out at the point of admission or sent out of the government-owned universities for one reason or the other were without much hassles accommodated in the private universities in as much such candidates can bear the cost of enrolment into the system. It has been observed that attrition rate is very low in the private universities due to cost implication that such will have on their profit margin. Similarly, it is noticeable that students hardly fail in this setting but rather most of the potential students often came out in flying colour after their programmes of study. This occurrence is due to huge financial price paid by the students for their enrolment in this private institution.

This current trend has a bad implication on Nigerian education system in the area of quality assurance, even the university education. Standardized admission procedures are being compromised, scholarship and quality assurance is in jeopardy already, and more regrettably, very few applicants can afford the cost of private university studies. Hence, private universities in university education access in Nigeria is not fair enough in actualizing the goals of National Policy on Education which propagate equitable provision of education for all and sundry.

2.1.13 Flexible Admission Requirements in Private Universities

The term flexible admission connotes the relaxation of stringent admission requirement which is required of every applicant before they are granted admission into Nigeria public universities. This strict policies or requirement bothers on the average

pass mark for universities admission age, quota system, rigorous and constant screening of application before admission even through their studentship period among other factors.

As regard the quota system, joint admission and matriculation board (JAMB) was established by the Nigerian government in 1978, this board was mandated to streamline admission and expand access to universities. Ogunyemi (1994) in Adeyemi (2001) submitted that JAMB in its bid to promote equity in university admission presented four criteria for candidates admission into universities as namely merit (40%), catchment (30%) educationally disadvantages group (20%) and university discretion (10%). Azelana (1994) and Okafor (2008) argued that these admission criteria were put in place in order to guarantee for balanced educational development in the country.

These principles are adhered by public universities and more precisely federal universities in their yearly admission. Catchments and educationally disadvantage group criteria are specifically designed to address this imbalance. in the university admission.

Private universities existing and still springing up virtually in all the geo-political zones of the country create no room for quota system in its admission procedure. The universities are made accessible to all intending applicants who could afford the cost of their education provision and based on the available spaces existing at the period of admission.

Age limit is another criteria instituted by JAMB for admitting student into Nigerian universities. It was also stipulated among other admission guidelines that applicant must be sixteen year or above, as at the time they will be offered admission into the universities. This guideline is supposedly stipulated to ensure measure of maturity and decorum in the university system. This principle is not strictly adhered to in most universities, they are of the opinion that maturity and responsibility is not only

a function of age but rather mental and physical ability to cope with university education challenges be considered.

In admission procedure into Nigeria private universities, age is not a limiting factor for applicants, in as much all prospective applicants possess the admission requirement of as regard the ordinary level certificate and minimum university matriculation examination score which is not the same for admitting applicants into public universities.

Entry mark or cut-off mark for courses differ based on the rate of application and spaces available for these courses in the public universities. The bottom line for most courses in the public universities. is 200, while there are some competitive course with cut-off mark up to 270 and 280 e.g Medicine, Pharmacy, Law, Computer Science, Petroleum Engineering e.t.c On the other hand, bottom line for courses in private universities is as low as 150 in order to accommodate more willing and financially capable applicants.

Within the few years of operation, it has been observed that the cost implication of private university on students is relatively high compared to public university. Hence, inspite of the flexible admission offered to applicants in private universities many applicant still prefer to jostle for public universities which is affordable to them .it was also noted that many enrollees of private universities finished their programmes with good class of degree and moreover the attrition rate in this same setting is low.

2.1.14 Empirical Findings from the Past Studies

The issue of access creation to university education and intervention of private universities in Nigeria, though relatively new had attracted the attention of different scholars. Based on their investigations and findings, they come up with varying recommendations.

In this case, some of the past empirical finding that are related to the present study were examined in order to point out differences and similarities; importantly, to

identify gaps left by the identified previous studies and the degree to which the present study was able to fill the gap.

Obasi (2007) did a similar study during which he examines the emergence and development of private universities in Nigeria (1999 -2006). The study focussed the early attempt at establishing private universities under president Shehu Shagari's democratic administration (1979-1983), abolition of these already established private universities in the subsequent period of military regime of General Muhammadu Buhari (1983-1985), and the re-emergence and growth of private universities under democratic government of president Olusegun Obasanjo.

In one of his findings, the scholar established that the emergence of private universities in Nigeria brought about access, entrepreneurial courses, quality service provision and maintenance of academic standard. Obasi in one of his recommendations, pointed out that access creation potential of private universities should be sustained and improved upon by increasing the limited space provided at the take off point.

As related to this study, an inference can be drawn from Obasi's study that private university is an avenue capable of complementing the public university's efforts in access creation to university education in Nigeria. However, Obasi's study did not specifically consider access creation potential of private universities but emergence and development of the system in Nigeria. This study therefore examines the influence that private university's participation will have on access to university education in South Western Nigeria between the period of their inception 1999 to 2008.

In another related study, Moti (2010) investigates the challenges of access to university education in Nigeria. Moti's finding reveals that:

- i. Quota system is a factor used in providing equity in the university but has been grossly abused and has indeed become a problem to access to university education.

- ii. Carrying capacity policy has become an impediment to access university education as universities are careful not to exceed this capacity by high margin in order not to incur sanction from the NUC.
- iii. Government budgetary allocation to education is low (poor funding) far below to 26% minimum standard set for developing countries.
- iv. Socio-economic hardship experienced by the parents deprives many of access to university education.
- v. The traditional and religious beliefs affect adversely the female children's access to university education.

Based on the findings, Moti (2010) recommends that;

- i. The issue of quota system or federal character or catchment areas or locality should be reviewed. This means, in essence that admissions should be liberalized.
- ii. Carrying capacity universities to be expanded for more considerate to have access
- iii. Public to be sensitized on access creation potentials of open universities and Distance Learning Programme
- iv. Private universities can still be encouraged but profit-making should be minimized

The study of Moti is relevant to this study because his various suggestions for improvement are also germane to the current research even though Moti focuses on public universities, alone while the current study is on private universities. Nevertheless, Moti's study used only one variable to conclude on the challenges of access to university education (admission guidelines in Nigerian universities) , while this study considered many variables that will make access to university education possible.

The study of Negash, Olusola, and Colucci (2010) is similar to this study because it focuses on access, participation and retention in Africa, a survey of 32 universities in 16 countries in Africa regarding current problems and existing practice in dealing with access and retention of students and staff. The study reveals that;

- i. By and large, the focus of African universities has been on increasing participation, widening participation did not seem to have attracted the attention it deserves.
- ii. The study also showed that there is a lack of accurate statistical information at the institutional level regarding disadvantaged student groups, student backgrounds and drop-out rates, which will be crucial for future research and intervention.
- iii. The study also draws attention to the wide variety of existing international cooperation that universities have and to the high priority for internationalization.

Based on the above findings, Negash, Olusola, and Colucci (2011) recommend that:

- i. It is needful to look at the issue of access and retention in higher education scientifically, as it is a key challenge facing the development of a high quality, relevant and socially responsive sector.
- ii. African universities have outlined their own areas of institutional priority. International partnerships will be more prolific if based on these areas and for mutual gain.

The study of Negash, Olusola and Colucci has a bearing with this study because it focuses on participation and access which are two key terms that is germane to this study seeks to cover is that Negash *et al's* study is macro in its approach (i.e 32 universities in 16 countries in Africa) while the current study is concentrating on one

country for proper scrutiny. Negash *et al's* study focuses on access to both staff and students as respondents while this study deals with only students' access. Rather than looking at wider participation and increasing participation, the study looks at the latter. This study will fill up these lacunas.

Summarizing these empirical studies, it was observed that the three studies reviewed above majorly centered their researches on predictors to access to university education which is the major focus of this work. Against this backdrop, this study is obviously relevant to the present study in that it holds the view that participation is not only in the area of increased enrolment but also wider participation. Also that access supersedes the matriculation access but the ability to be admitted and retained successfully all through the registered programme.

2.1.15 Appraisal of Literature

Contemporary researches and studies have been undertaken by scholars in the area of 'The Cost of Financing of Education in Nigeria' by Abdu (2003), 'Admission Policy and Procedures' by Abdul-Rahaman (1990), 'Distance Education for Access and Equity in Nigeria' by Aji (2000), 'Access to Higher Education: which strategy to adopt in Africa' by Babalola (1994), 'Cost and Finance of Education' by Fagbulu (2003), 'Funding University Education in Nigeria' by Okebukola (2003), 'Deregulation Policy and its Implication on the Funding of the University Education in Nigeria' by Akintayo (2005) and host of others.

Most of these vital researchers are almost of similar submission, they opined that making university education or education in general to be a public good only will not do the public (beneficiaries) much good in terms of access, equity, performance and productivity, thus, it should be made a quasi-public good (i.e. goods that is being provided by both the public – government and private bodies). Hence, several policies

like liberation, privatisation, commercialization, university autonomy and lastly deregulation of education sector have been executed in Nigeria.

However, there are limited researches in the area of private sector participation in university education vis-a-vis its access and attrition level, quality assurance, diverse courses provision, and its viability to the stakeholders involved i.e. the university system and the applicants. Moreover, the available researches in the focus of this study are carried out mostly by researchers from public sector, there has not been any that is specifically conducted by private universities who are the main stakeholder in this study. Thus, this research is set to thread this terrain for a well articulated review.

The sensitivity and significance of university education in education sector and growth of larger economy demand the formulation and enforcement of a formidable access policy, which will to a greater extent alleviate the access difficulty that applicants are facing as regards university education in Nigeria. This is also in support of the national policy of education which stipulates that education at all level should be made accessible to all intending citizens. It therefore, makes the shortage supply, of this essential service (university education) by government to become a major debate among Nigeria think tanks.

Thus, for easy review of relevant literature to this study, major concepts and variable of university education were critically examined or reviewed so as to facilitate the understanding of the concepts, access problem, causes and private initiation efforts toward solving access problem to university education in Nigeria. Deregulation Policy on Education in Nigeria, programme package in Nigeria private universities, issue of attrition in Nigeria universities are also examined to reveal the various influence that private sector participation will bring to university education. Summarily, the review done revolve around historical development of higher education, university education, private institution participation in university education, private institution approaches and access to university education.

2.2 Theoretical Framework

2.2.1 Deregulation Theory

Deregulation theory is majorly enshrined in Mc Connel and Brue (1996) who related the theory to two dimensions – 'legal cartel theory' and 'public interest theory'. In legal cartel theory, it was contended that deregulation policy would lower price, increase output and eliminate bureaucratic inefficiencies through a free and competitive market provided by the policy. While in public interest theory, it was opined that deregulation would result to indirect monopolization of some deregulated industries by few firms, which will inadvertently result to higher prices, diminished output and deteriorating services.

What brings these two opposing positions together or even titling toward the legal cartel theory is the government general fiscal measures of economic control and standard which will put check on the monopolistic tendency of firms, though the complete regulatory power of the government must have been restrained. The exposition of this theory will further reveal the exigency of this economic policy to Nigeria situation.

Government absolute control on higher education in recent time has proven lapses in its ability to solely and adequately take charge of the whole sector. Moreover, as education represents what might be called a 'quasi-public good', and hence the attempt to provide it by government alone might result in some under-investment in education. It is obvious from this end, that the sector is better operated by both the government and private organizations in order to provide for perfectly competitive market. Therefore government must regulate business under her jurisdiction to prevent allocative inefficiencies arising from monopoly power.

Altogether, the overall effect of deregulation has been positive in the Nigeria deregulated economic environment. This is evident in the airlines, transportation, communication, banking and even education industries, where there has been a tremendous growth and contribution to society's well being through lower prices, lower

costs and increase output. Thus the policy is needful and relevant as it allows for private sector participation in funding, access creation, standardization and growth of education sector.

The theory of deregulation is germane to this study as it espoused the idea of relinquishing some level of power to the periphery from the central for the operation of some relevant economic resources out of which education the main focus of this study is one. Besides, experience has shown that Nigeria government cannot solely provide higher education for her teeming applicants i.e. considering the high demand that far exceeds the supply of higher education. Hence, allowing approved and capable individuals or bodies within the society to team up and complement government efforts will invariably lend some credence to the move of deregulation in Nigeria education sector.

The perspective in general has been criticized by some as being utopian in its optimistic view of education as an agent of social change (Paulston, 1977). Nevertheless, its provision (i.e. private universities and private sector support) will guarantee vast access to brilliant applicants who could not get through the government regulated provision of university education, and also enhance adequate learning environment for the enrolled students.

This theory of deregulation will make education not to be a prerogative right of the government whose central control oversees many economic resources in which education is one. The idea of relinquishing some level of control to the periphery from the central for the operation of formal education has taken its full effect in primary and secondary school level with just recent approval at the university level. Apparently, majority of the candidates who went through primary and secondary education successfully will want to proceed to the university. Hence, having so many primary and secondary schools (both public and private) with minimum number of universities will definitely put undue pressure on the university system.

Ultimately, this theory is of enormous importance to this study as it opposes government holding solely the control of some certain social services (e.g. university education) which he cannot unilaterally manage. The theory propagates the release of this control to other non-governmental bodies in order to take care of the marginalized and many others that have been denied access to university education.

Deregulation will bring about the following opportunities as postulated by Lipezynski and Wilson (2001);

- 1) Deregulation of industries has often been accompanied by increased competition. The introduction of market forces leads companies to pursue strategies aimed at improving efficiency. The increased competition is likely to lead to a reduction in prices and a wider choice of product and process available to consumers.
- 2) In a deregulated market, there is increased discipline of capital market, management is likely to become more efficient and search for more profitable opportunities. It will lead to less bureaucracy, waste and inefficiency, and an increase in capital market incentives for managers and firms to perform well.
- 3) There is reduction in government borrowing. Foster (1992) has confirmed that United Kingdom government in 1980s reduced its borrowings and repaid portion of the national debt through the U.K. government's policy of privatisation. This reduced the public sector borrowing requirement (PSBR) by decreasing the reliance of industry on government funding.
- 4) Reduction in government controls; deregulation leads to reduction in the control which governments exercise over the strategies of nationalised industries (Moore, 1983). Firms are freed from the constraints imposed by government controls and pursue policies aimed at maximizing profits.

There are however, several argument against deregulation. These are discussed briefly:

- 1) Natural monopolies versus private monopolies: The process of privatisation may lead to the transfer of monopoly from public to private ownership. This may leave the privatized firms free to exploit monopoly power. This creates the problem of how best to regulate against private monopoly.
- 2) Short-termism: The policy of selling public enterprises has been seen as a short-term measure to lessen the financial burden of government involvement in industry. However, in any case these short-term gain in lower subsidies and increased revenues from selling these industries may be offset in the longer term by losing the profit-making potential of these enterprises.
- 3) Economies of scale and scope may be lost: If privatisation is accompanied by the break-up of monopolies into smaller components, then there may be a reduction in the extent to which firms can achieve the economies of scale and scope under monopoly. This means that costs may increase after privatisation.

Altogether, considering the opportunities and argument against deregulation as postulated in Foster (1992); Moore (1983); Winston (1993); Lipszyski and Wilson (2001), there is still more benefit in the policy than its shortcomings which could be adequately managed through strategic planning and monitoring by the government.

The imperative of deregulation theory to this research cannot be overemphasized as it lend credence to the fact that university education, though a public good cannot be provided solely by the government if maximum result and efficiency is desired from the system. The private sector will be of immense support to government in the area of private university's establishment in Nigeria and in some other aspects of contributions which has expanded access to university education. Hence, deregulation policy ushers in more private bodies to participate in the provision of university education which has gone a long way in creating more access to applicants, promote inclusive opportunities enhancing allocative efficiencies of government, reducing monopolistic tendencies of firms and promoting the development of university education in Nigeria.

2.2.2 Human Capital Theory

Human capital theory was propounded by A.W. Lewis in his book titled “Economic Development with Unlimited Supplies of Labour” published in 1954. He opined that human capital theory underpins the concept of individual market worth which indicate that individual have their own value in the marketplace which they acquire and increase through investments by their employer and themselves in gaining extra expertise and competence through training, development and experience (Armstrong, 1999). In the same vein, Eicher (1998) in Babalola et al (2006) posited Human Capital Theory as being favourably disposed to private involvement in university education. They opined education as an investment in human beings, which increases productivity and hence recipient’s earnings. Since university education increases productivity and earnings of the recipients, a rational and well informed individual should be willing, if able, to invest in such education.

In many parts of the world, increase competition from private institutions has brought about greater diversity and choice for students and has served as a powerful incentive for public universities to innovate and modernize (IBRD/World Bank, 2002).

Babalola (2003) in Olaniyan and Okemakinde (2008) asserts that the contribution of education to economic growth and development occurs through its ability to increase the productivity of an existing labour force in various ways. The review of empirical test of the theory by Garba (2002), shows that cross-country regressions have shown positive correlation between educational attainment and economic growth and development. Odekunle (2001) affirms that investment in human capital has positive effect on the supply of entrepreneurial activity and technological innovation Ayeni (2003) asserts that education as an investment has future benefits in creation of status, job security and other benefits in cash and in kind.

Education plays a great and significant role in the economy of nation, thus educational expenditures are found to constitute a form of investment. This augments individuals' human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labour market, and allows them to reap pecuniary and non-pecuniary returns and gives them opportunities for job mobility.

However, Fagerlind and Saha (1997) opined that education as a panacea for the attainment of development objectives is risky. They asserted that education in general and schooling in particular, cannot of its own achieve the desired societal goals without structural reforms. Also, Bronchi (2003), Castronova (2002), Crepaz and Moser (2004) advocated that great increases in learning efforts have not led to commensurate economic gains because of the declining quality of education, lopsided and politically motivated system of education. These postulations believed that there is a growing gap between people's increasing learning efforts and knowledge base and the diminishing number of commensurate jobs to apply their increasing knowledge investment, especially in developing nations.

Irrespective of these explanations against human capital theory, the sense of value that people generally in developing nations place on university education is still relatively high. This explains how and why there is a sharp increase in the number of universities in Nigeria in recent time, especially the private ones. Parents strongly feel that in an era of scarce skilled manpower, the better the education their children can get, the better are their chances of getting well-paid jobs. The poor often look at their children's education as the best means of escaping poverty. These consideration coupled with high premium placed on university education in Nigeria and other developing nations, demonstrates the relevance of human capital theory to this research.

This theory reveals the essence of pressure for university education which has led to proliferation of university system. In spite of this proliferation, teeming applicants are still being denied access to university education. Hence, this study sought for avenues of expanding the access opportunities.

Altogether, these theories have contributed copiously and in several ways to this research, it has elucidated the importance of private university institutions to university education access, the value of investing on human resources, the essence of decentralising the control and management of university system (i.e. private sector involvement in university education provision) which will ultimately enhance better performance and high productivity.

Deregulation theory is considered more germane to this research between the two theories examined, this was because it focuses more on the central theme of this study which is relaxation of government stringent policies in allowing private bodies in the provision of university education. Nevertheless, there is still need to examine how the private sector has influenced access to university education and its service delivery, which will definitely shed more light on the essence of this study. Hence, model of content, input, process and product (CIPP) evaluation by Stufflebeam, Foley, Gephart, Guba, Hammond, Merriam and Provus (1971) is adopted for the study.

2.2.3 Research Hypotheses

The following research hypotheses were generated for this study and will be tested for the study at 0.05 level of significance. They are:

HO₁:- There is no significant relationship between private institutions' participation and increased access to university education.

HO₂:- There is no significant relationship between private institutions' participation and provision of quality assurance in the widening of access to university.

HO₃:- There is no significant relationship between private institutions' participation and reduced attrition rate in university education.

HO₄:- There is no significant relative and joint effect of private institutions' participation components (flexible admission requirements, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, and availability of diverse course) on access to university education.

UNIVERSITY OF IBADAN

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter highlights methodology and description of the procedure adopted in carrying out this research.

3.1 Research Design

The study adopted the descriptive survey design of the ex post factor type. The choice of this design is considered appropriate, as it aids the research to determine the relationship between independent variables (private institutions' participation) and dependent variable (access to university education). It also enables the utilization of qualitative and quantitative research method, which entails empirical findings that elucidate the respondents' feelings, opinion, reactions and disposition on the influence of private institutions' participation on access to university education in South West Nigeria.

3.2 Population of the study

The population of the study comprised of staff (i.e. principal management staff, senior registry staff and senior academic staff) and students of the six selected private universities in Southwestern Nigeria. There are currently 50 private universities in Nigeria, out of which 22 of these institutions are accommodated in the Southwestern zone thus lending credence to the choice of the zone. The choice of the six private universities that was used for this study was based on the premise that as older private universities, they would have at least graduated a set of students which makes them suitable for this research. The chosen private universities are as follow.

- i. Lead City Universities Ibadan
- ii. Bowen University Iwo
- iii. Babcock University, Ilishan-Remo
- iv. Covenant University Ota, Ogun State
- v. Ajayi Crowther University, Oyo

vi. Bells University of Technology, Badagry

The population included four groups of participants; principal management staff, senior registry staff, senior academic staff and students. The target population in Lead City university was about 2,064, Bowen University was 4,108, Babcock University was 5,913, Covenant University was 6,252, Ajayi Crowther University was 1,004 while Bells university was 3,218 which totaled 22,559 of the target population. (The statistics for each university supplied here may not be the exact figures; it was collated from the available records to the researcher as at the time of the fieldwork, some of these private universities regard the information as classified.)

3.3 Sample and Sampling Techniques

A multi-stage sampling technique was adopted which comprises of purposive, stratified and simple random sampling techniques.

Using purposive sampling technique, six private universities were chosen from the twenty-one private universities in Southwestern Nigeria. The year of establishment of these universities and that which they were licensed by the National University Commission to start operation was considered for the selection. This was done in a bid to ensure that the chosen universities must have graduated their first set of students.

Stratified sampling technique was used in splitting each university into four strata which include; principal management staff, senior registry staff, senior academic staff and students. While simple random technique was again used in picking 20 respondents from the staff, which include, 5 principal management staff 5 senior registry staff 10, senior academic staff and 150 students from each university. The total sample size amounted to 1,020 respondents. These proportions were used for this study for the purpose of easy management. The breakdown of the population and selection for the study is spelt out on table 3.1 below

Table 3.1: Statistical Breakdown of the Study Sample

S/N	Universities	PRIN. Staff	MAG.	Senior Registry Staff		Senior Academic Staff		Students	
		Pop	Sampl e	Pop	Samp le	Pop	Sample	Pop	sample
1	Lead City University	8	5	15	5	23	10	2,018	150
2	Bowen University	10	5	18	5	29	10	4,061	150
3	Babcock University	12	5	21	5	32	10	5,848	150
4	Covenant University	11	5	17	5	28	10	6,196	150
5	Ajayi Crowther University	10	5	12	5	21	10	961	150
6	Bells University	13	5	14	5	31	10	3,160	150

Total Sample size=1,020 Fieldwork: 2010

NB: Abbreviation above are as follow

TS = Teaching Staff

NTS = Non-Teaching Staff

STD = Student

3.4 Instrumentation

The major instruments used for the study were two set of self-structure questionnaires. These sets of questionnaire were tagged Private Institutions' Participation Scale (PIPS) for staff and University Access Questionnaire (UAQ) for students. The instruments were complemented with Key Informant Interview (KII), unstructured interview, official records and document that have bearing on private institution participation in university education. A set of PIPS for staff comprise of two sections

The first set of instrument tagged 'UAQ' which was used for students consists of seven (7) sections, the first section basically focuses on demographic information which contained close ended questions eliciting respondents information on age, sex, level, educational background, parent/ guardian occupation. The remaining six subdivision of the instrument consist the psychometric properties which concentrates on private institution participation and access to university education. Precisely, the second

subdivision has psychometric properties which focus on establishment of private universities. the third division on improved academic package, the fourth was on the attrition rate, the fifth on flexible tuition payment. While the sixth and seventh divisions concentrate on improved academic provision and flexible admission requirement respectively. Section B was summated on a 4 point rating scale of 4-strongly agree (SA), 3- Agree (A), 2 – Disagree (D); 1 – Strongly Disagree (SD).

The second instrument set is tagged “PIPS” for staff, this possess the same psychometric properties and divisions like the first one, only with little variation in the demographic section on questions that pertains to age, educational background, teaching experience. The same scale (4 likert scale) was used for the instrument.

For the Key Informant Interview (KII),

Reachable principal staffs, senior registry staff and senior academic staff in the sampled universities used for the study were interviewed twelve times (12) as a backup of the information received from the student respondents. There are 6 items for this category of respondents and it was designed to elicit information on their enrolment rate, quality assurance provision, admission criteria, attrition rate, flexible tuition payment and support programmes, flexible admission requirements, infrastructure and diverse courses available in these institutions.

Key informant interviews: This was based on the oral interviews conducted on some selected management senior registry and teaching staff by using some framed sub-themes of the private institutions’ participation factors as summarized below.

Table 3.2 Schedule of KIIs' sessions conducted for the study.

S/N	Sub-Theme	No. Of session	Location	Date	No of members interviewed
1	Improved academic provision (infrastructure, facilities, and services) and access to university education	2	Backcock	April 9, 2009	3 – 5
2	Studentship cost and access to university education	2	Bowen	May 24, 2009	3 – 5
3	Improved academic package (course) in private universities	2	Lead City	June 5, 2009	3 – 5
4	Establishment of private university and increase enrolment	2	Ajayi Crowther	July 3, 2009	3 – 5
5	Flexible admission requirement and access to university education	2	Bells	July 29, 2009	3 – 5
6	Attrition rate of student as correlate of access to university education	2	Covenant	August 4, 2009	3 - 5

3.5 Validity of the Instrument

The face and content validity of the questionnaire was guaranteed by the researcher's supervisor, experts from Measurement and Evaluation, and lecturers in Adult Education. Their comments and suggestion were used for preparation of final draft of the questionnaire before it was administered.

3.6 Reliability of Instrument

To ascertain that the instrument consistently measured what it should measure, a pilot study was carried out, using students, administrators, and members of academic staff from private universities outside Southwestern states. One hundred participants were selected from three private universities in Edo State in South-South of Nigeria. The institutions were Igbinedion University, Okada, Wellspring University and Benson

Idahosa University. There were ninety returns of the questionnaire administered which were used for the pilot study.

The pilot study was outside the scope of the study as a means of establishing the consistency and reliability of the instrument. They were administered and tested twice after an interval of two weeks on the same sample of respondents. The Pearson Product Moment Correlation was applied to ascertain the test retest reliability of the instrument at the significant level of 0.05

Private Institutions' Participation (PIPs) scale showed an average value ($r=0.82$), while University Access questionnaire (UAQ) recorded ($r=0.85$) respectively.

3.7 Administration of research Instruments

The 2 types of instrument designed for the study were administered on the respondents by the researcher with the assistance of Research Assistants in each of the sampled institutions. The researcher first contacted the management of each of the institutions for approval, then interview and retrieval of needed information concerning their institutions were later retrieved. The Assistants ensured that the questionnaires were clearly understood by explaining them to the respondents most especially the student respondents. The staff instrument was personally handled by the researcher. They solicited for the cooperation of the respondents by appealing to them to honestly fill the questionnaire.

The sum total of instruments administered for the study was 1,200, with 170 instruments apportioned for student respondents in each institution of study, and while 30 was allotted for staff respondents in the institutions of study. This was done to ensure that sizeable valid instruments were retrieved. The key interview was done alongside the questionnaire administration based on appointments and few free periods available to the key officers.

Ultimately, the researcher retrieved 921 instruments from the entire students used for the study, while 99 copies were not retrievable. For the staff, 127 was retrieved

out of the 180 administered on them, 53 were not retrievable. Out of the 921 retrieved from student respondents, 17 were invalid, while 4 were not properly filled. For staff, 7 out of the retrieved instruments were not properly filled. Hence, altogether there are 900 valid instruments for student respondents and 120 valid instruments for staff respondents, which results to the total of 1,020 instruments used for data analysis of this study.

3.8 Method of Data Analysis

The data collected from this research exercise was collated and statistically analyzed using Chi-square (X^2), multiple regression and analysis of variance (ANOVA) methods to test the null hypotheses generated for the study, while the descriptive statistics of simple percentage and frequency count was used to describe the personal bio-data of the respondents for the study.

CHAPTER FOUR

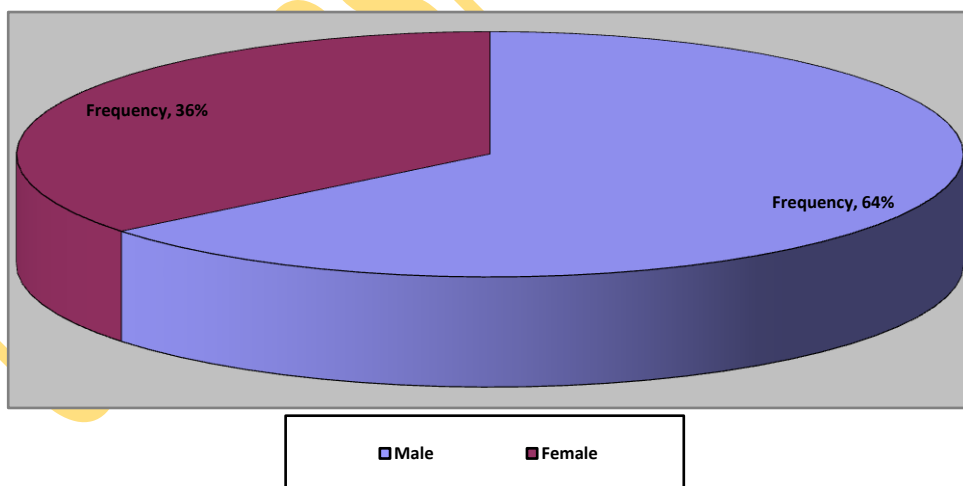
Data Analysis and Discussion of Qualitative and Quantitative Findings

4.0 Introduction

This chapter presents the analysis of data elicited from sampled respondents complemented with revelation from Key Informant Interviews (KIIs). The demographic characteristics of respondents are presented in descriptive form while the research hypotheses are inferentially presented. As indicated in chapter three, two groups of questionnaires were administered to the respondents – Private Institutions' Participation Scale (PIPS) for staff and University Access Questionnaire (UAQ) for students. The Key Informant Interview (KII) was used to obtain responses and information which the questionnaire may not be able to offer adequately while official records were used to supply other details and data needed to consolidate the research findings.

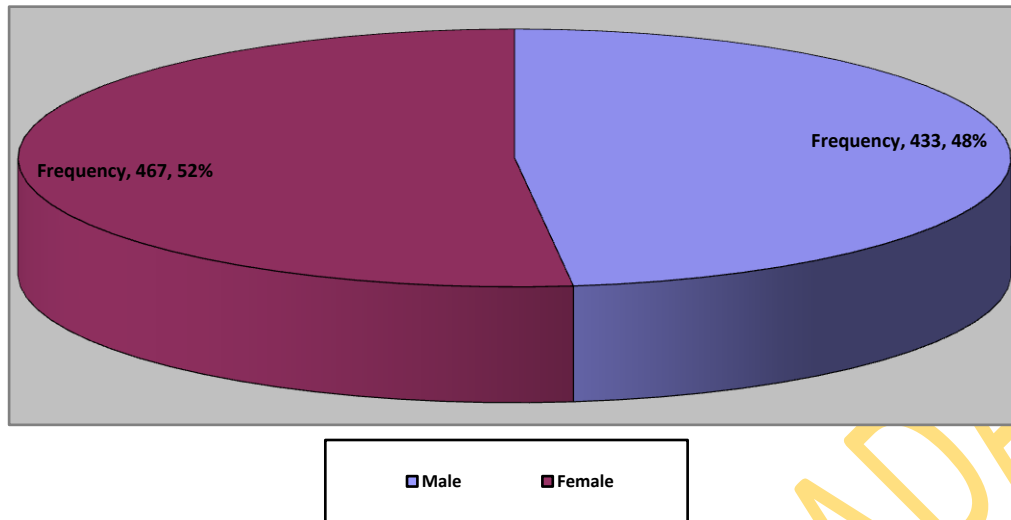
4.1a Demographics Information of Respondents

Figure 4.1a: Distribution of the respondents (Teaching/management staff) by sex (N = 120).



Source: Field Survey, 2009

Figure 4.1b: Distribution of Respondents (Students) by sex (N= 900).



Source: Field Survey, 2009

Findings on figure 4.1a reveal that there is more male gender (64.2%) among members of staff than their female counterpart 35.8%.

Figure 4.1b shows that 48.1% out the total respondents for private university students are males while the rest 51.9% are female. It was observed that female applications are more than their male counterparts from the above statistics which negates the existing trend of male dominance in all levels of education in Nigeria (i.e primary, Secondary and tertiary education as pictured by (Obanya, 2003 and Indabawa, 2006).

The former trend as corroborated by Jubril (2003) who asserted that Nigeria higher education faces an imbalance in the representation of female both as academic staff and as students. He remarked that at the primary school level, the gender gap is only 5.3%, while it is only 5% at the secondary school level. However, at the university level, it goes up to 15%, with female constituting only 35% of the total number of students enrolled in universities. This research is supporting the fact that the former trend of male dominance is gradually changing, though the statistics of these six private universities may not be used to generalize for the whole universities in Nigeria.

Nevertheless, there is an improvement in male-female representation population in university education system.

A similar trend of female dominance in a university research study was confirmed by Erinosh, Aina, Okhomina and Temilola (2008) when 3 private universities were used as their case study; Bowen, Babcock and Igbinedion universities. These researchers observed that female have higher percentage of population than their male counterparts in the three universities used for the study; i.e in Bowen, Babcock and Igbinnedion, the female students' percentage were 52%, 52% and 51.4% respectively while those of male were 48%, 48% and 48.6%. These findings are pointing to a paradigm shift from male dominance among students in university education to female dominance which may portends a similar trend in the labour force.

Figure 4.2a: Distribution of Respondents (Teaching/Management) by Marital Status: (N=120).

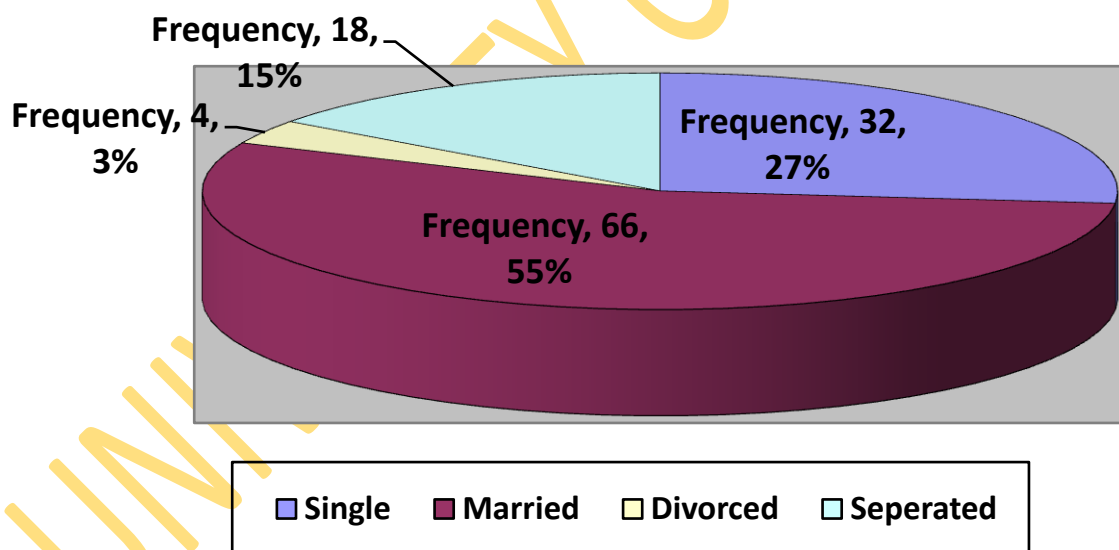
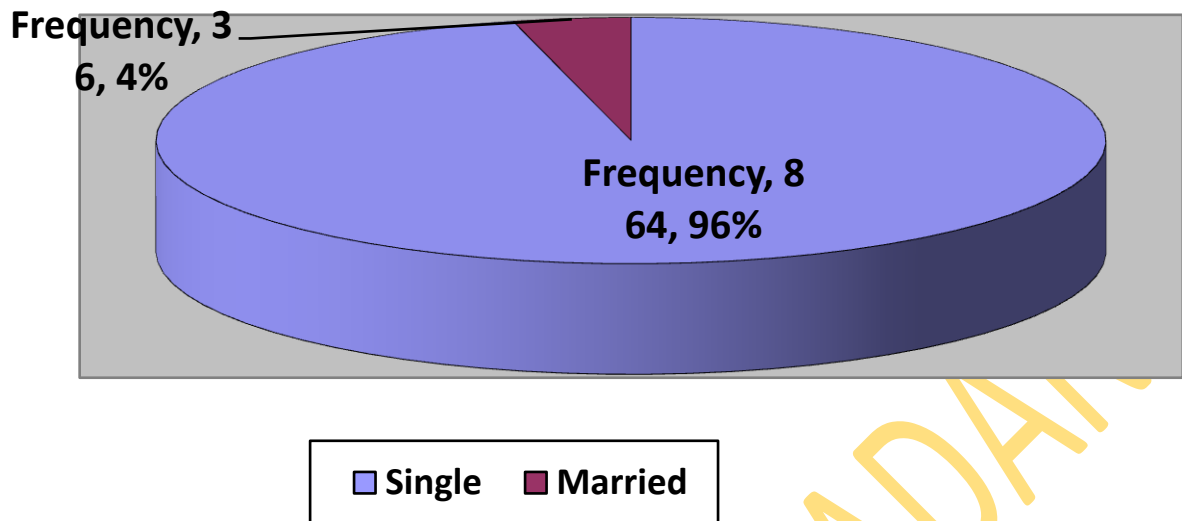


Figure 4.2b: Distribution of Respondents (Students) by Marital Status (N=900).



Statistics on figure 4.2a revealed that many of the staff of these six universities are married 55%, while (26.7%) are singles. 3.3 percent of the respondents is divorced, and the rest respondents are separated (15%). This separation which does not mean a broken marriage, is as a result of their carrier or job; which shows that employment is an important factor affecting home stability in Nigerian society today. The frequency of marital status for the students in six private universities used for this study shows that virtually all the applicants to private universities are single (96%). This result shows that most of them are unmarried youth which indicates that majority of them are probably dependants with less extra-curricular responsibilities. Though marriage is not a barrier to studentship in private universities, hence married people constitute only 4% of the respondents.

Figure 4.3a: Showing Frequency Distribution Private Universities respondents' Religion (N=120) Teaching management Staff

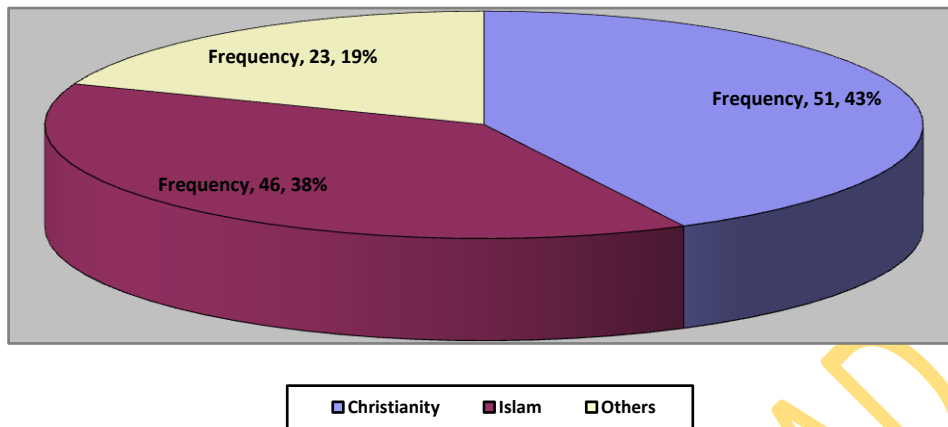
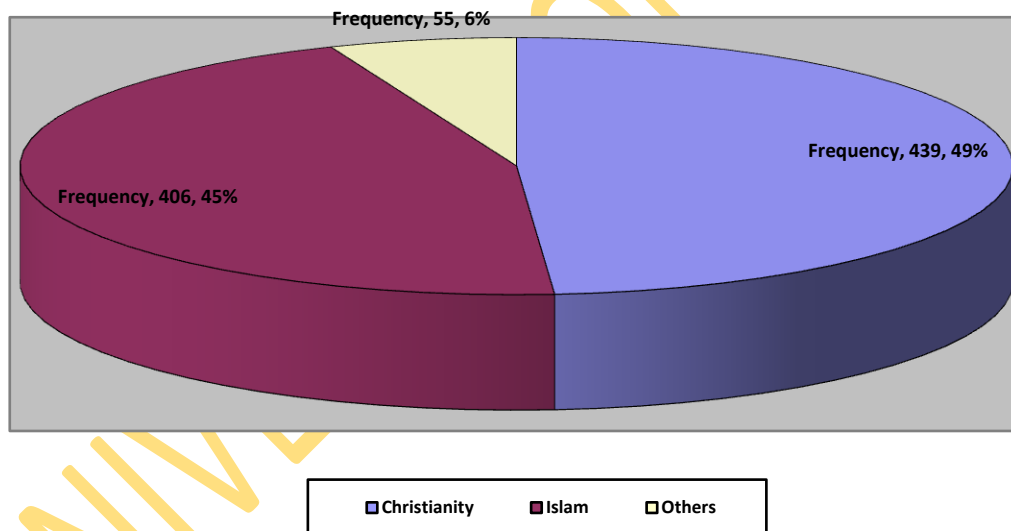


Figure 4.3b: Showing Frequency Distribution Private Universities Respondents' Religion (N= 900) Students.



The statistics on figure 4.3a shows that there are more distributions of Christians (42.5%) among the members of staff in private universities of study than their Muslim counterparts (38.3%). this is possibly because four of the universities under this study are owned by Christian faith organizations. Bowen belongs to Baptists Church, Bishop Ajayi Crowther University is owned by the Anglican Church, and Covenant University is owned by Winner Church while Babcock is owned by the Seven days Adventist Church.

However, religion is not emphasized as criteria for appointment. There are some other respondents of other religions (19.2%) who are neither Christians nor Muslims.

It is apparent from the findings of the results on figure 4.3b for students' respondents that the two major dominant religions in Nigeria are Christianity and Islam. It is also obvious that Christian applicants (48.8%) patronized the private universities which belong to Christian bodies. 6.1% of the respondents are of other faith. Hence, access is given to all regardless of their faith.

Moreover, it is noteworthy that religion is not an access barrier to private universities. Also, it was observed from this research that Islamic religious groups are rising to the challenge of participating in university education provision in Nigeria. Crescent university is the only university institution been operated by a Muslim organization which started operation in 2005, while the Christian organization have 6 (six) in the Southwestern region.

KII revealed this;

Recruitment here is purely on academic qualification and competence of the applicants. Quality is not sacrificed on the platform of religion, because when this area is not strictly handled, the institution will be filled up with mediocres and quacks which will obviously have an adverse effect on the products of the institution.

(KII Participant 38 years Bowen University 24/05/09).

Neither religion nor denomination is considered as prerequisite for job offer in this institution. There are so many non-Adventists working here in both teaching and non-teaching fields. In as much you can prove your onus and good stuff in meeting the high standard of the university, then you have a place with us. We have staffs who are non-Christian but with the desired scholarship and skills for efficient operation on our staff list.

(KII Participant 45 years Babcock University 09/04/09)

Our institution is known for qualitative delivery of educational service. We don't and can't afford to compromise quality for anything. Though in actual fact, if we are faced with a crucial situation of taking position between and Christian and non-Christian applicants who are having the same qualifications, exposure, experience and other detail of employment, the Christian applicant stand the chance of been selected. This is human and natural. Every employer will always want or prefer employers who can cope with her belief, values and creeds to others. In spite of this, quality is still our watchword.

(KII Participant 49 years Covenant University 4/08/09)

The summary of the views as expressed by the key Informants is that religion is not a key determinant to admitting students or appointing member of staff into the institutions. The submissions of the key informants support the result on religion distribution figure on 4.3a and 4.3b which shows a good percentage of non-christians schooling and working in those Christian organizations.

Figure 4.4a: Distribution of private Universities Respondents' Age (N = 120) Teaching Management Staff

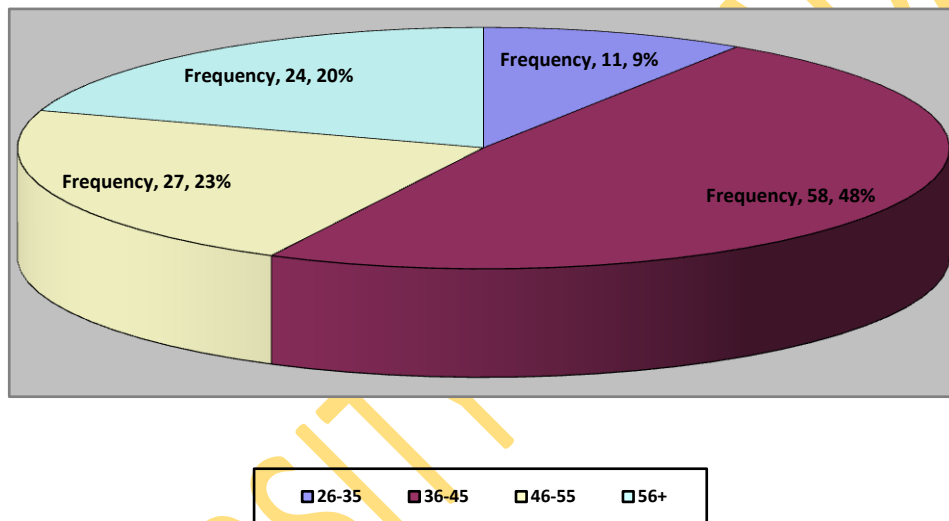


Figure 4.4b: Distribution of Respondents' Age (N = 900) Students

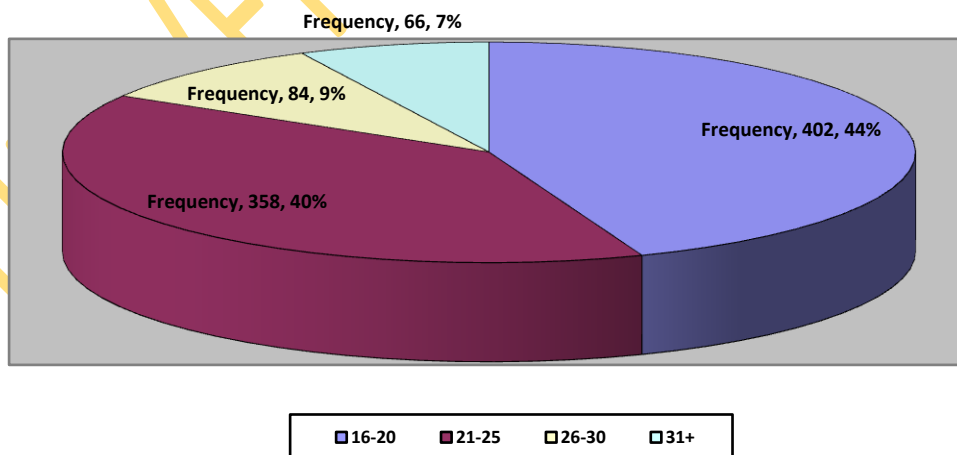


Figure 4.4a reveals that good percentages of staff of the private universities are still within their productive years 36-45 (48.3%), 46-55 (22.5%) 26 – 35 years (9.2%), while the remaining fraction of them are advanced in age. (56 and above 20%).

This result shows that the university has the vision or agenda of recruiting young and dynamic personnel who are possibly full of ideas and innovations that will take the universities to greater height. They also employ the service of experienced hands who are either retired from the public universities or on contract appointment.

While table 4.4b revealed that most applicants are teenagers followed by those in their early twenties which indicate that most of the applicants whose parents have the financial wherewithal did not even bother to apply into public institutions arrangement which offer stiff competition. It is noteworthy to point out that not all applicants regardless of the age can afford to enroll in the private setting because of the cost implication which is relatively too high for an average Nigerian.

Supporting this view KII revealed that:

Age barrier is not a serious criterion in our institution. So far the applicant has completed both primary and secondary education as required by educational policy in place in the country, also having the basic minimum requirements for admission, such candidate becomes eligible. As candidate of that level is believed to have attained some level of maturity and exposure.

(KII participant 51 years Bowen University 24/05/09)

Similarly, another key informant responded:

The fast rate and speed at which students are moving in their different educational pursuits is astounding, it is not surprising having most of our students and applicants as teenagers. They hardly have any stopover in between one phase to the other in their educational career; hence, we have so many of them finishing their first degree at their early twenties. Our university does not set any age requirements to deny these willing prospective applicants either; in as much they possess the basic admission requirements and can as well cope with the academic rigours.

(KII Participant 44 years Covenant University 05/06/09)

In the same vein, another informant responded thus:

The Post-UME test conducted by our university at every admission period has been able to establish that maturity is not all about age of applicants but majorly about their intellectual development and exposure. It has been observed that teenagers are more intelligent and sound in learning than their contemporaries above twenty years of age. So that is why we are having candidates in this age bracket (15 – 19) in this university and even most universities around us both public and private.

(KII Participant 56 years. Babcock University 09/04/09)

The key informant views and summary of the distribution findings showed that age is not a barrier for admission into the private universities in Nigeria, in as much the applicant is ready to cope with the academic rigours and other requirements as stipulated by their institution.

Responding to respondents age for staff, statistics showed that private universities ensures that the operation of university system is not left in the hands of new breeds' alone, hence there is a blend in the recruitment drive of most private universities; consisting both old and experienced ones and the new breeds.

One of the key informants commented that:

The effective use of retired but experience hands and versed part-time lecturers in the private universities should not be viewed only from the angle of cutting down cost in terms of salary to these personnels. It is also noteworthy to observe that these academicians serves as builders and mentors to the just developing private universities, which could not be left outrightly in the hands of freshers or new entrants.

(KII Participant 48 years Bowen University 24/05/09)

The finding through interviews also revealed that serious adverse effect will be suffered by the private universities on trial and errors when there are not experienced personnels on ground to lead the younger ones in the process of university administration.

Another key informant had this to say:

The need for leadership and mentoring cannot be underestimated in an evolving institution; this will help a great deal in reducing spoilage and wastages, most especially when profit maximization is one of the reasons for establishing private universities. Hence, retired professors and experienced PhD holder are employed on full-time or part-time basis to help in developing the private universities.

(KII Participant 53 years Ajayi Crowther University 03/07/09)

Conclusion of these submissions is that appointment of the old hands (both teaching and non-teaching staff) in the private universities is a good and positive

development towards effective and efficient management of the institutions; however, it should not be allowed this to erode their system for selfish reasons.

Figure 4.5: Distribution of Respondents Parent/ Guardian's Occupation (N=900)

Students

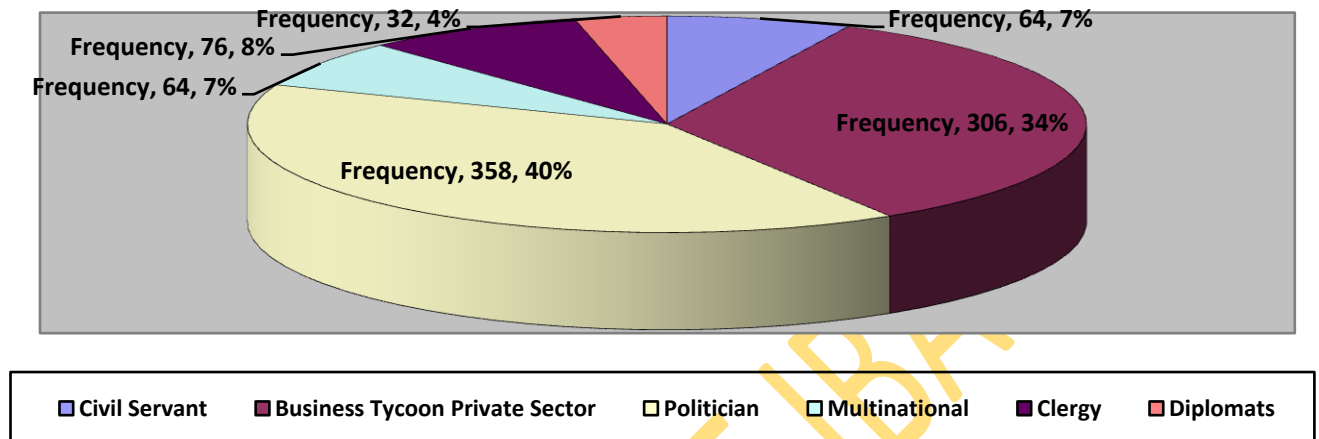


Figure 4.5 above shows that parents who are politician (39.8%) send their wards or children to private universities owing to their buoyant economic wherewithal. This is followed by business tycoons (34%), the clergies (8.4%) and multinational employees (7.1%) whose earnings are also on the high side to make them afford the cost of private universities.

Civil servants who are top official (7.1%) in their various parastatals are the next category of parents who have financial capacity to cope with private universities demands in terms of cost, they are nevertheless minimal compare with the politicians, Business tycoon and multi-national employees. While the diplomats (3.6%) form the least set of parents who send their children to private universities. Some of these listed parents may even prefer schools abroad to Nigerian Universities because they can afford them. This finding is also substantiated by few informants.

The KII revealed these:

It is obvious that an average civil servant or Nigerian may finds it difficult to send his child or ward to most private universities in Nigeria because of its cost implication which is on the high side for their income. This is more reason why the rate of applications to public universities in

Nigeria still remains unabated and the rate to private ones is still at sizeable measure.

(KII Participant 47 years, Bells University 29/07/09)

An average civil servant in Nigeria who is on the proposed minimum salary of eighteen thousand, five hundred naira (₦18, 500) per month may not be able to enjoy the benefits provided by the private universities. Service charges and maintenance of students in private is beyond the reach of the common man in Nigeria.

(KII Participant 52 years Ajayi Crowther University 03/07/09)

Most parents and guardian who sponsored their wards or children in private universities ranges from legislators, business tycoon and multinational workers, we have less of civil servants on our data base.

(KII Participant 43 years; Bowen University 24/05/09)

Though our fees is not on the low side compare to what is obtainable in some public universities, but we still provide coping strategies to willing students. Students who are hardworking and strong can still make ends meet and provide supplementary support to his/her parents fees payment through our various work-study programmes. These work study programmes provides employment opportunities for students who are willing to combine occupation with their academics, through this provision some students are able to save substantial amount of money which go a long way in supporting the money from their parents or guardian which may not be enough. Anyway, only few of them are willing or can cope with this arrangement because it is time demanding.

Through this provision, our universities subsidize the cost burden for some families who are willing but have financial limitation, access has been provided to many students via this avenue.

(KII Participant, 62 years. Babcock University Ilishon 09/04/09)

I strongly believe that private universities are not for the commoners, as their demand in terms of cost far outweigh what an average Nigeria working citizen can cope with. Apart from scholarship, work-study programme for students and other private coping strategies, no civil servant who made up the good percentage of working class in Nigeria can afford to sponsor two of his wards or children in Nigerian private universities at the same time. An average Nigerian home will have at least 2 – 3 children to cater for in all areas including education. That is why pressure on public universities will continue to increase inspite of the increase in the number of private universities in the country.

(KII Participant, 45 years. Bowen University Iwo. 24/05/09)

These submission and opinions of KII's are in line with Egbokhare's view in Ojerinde (2009) where he posited that 'Private universities are meant to cater for the education need of children of the rich, not the children of the poor'. Also, Moti (2010) and Obasi (2008) asserted that the less privileged are still denied access. The student enrolment level of the private universities is still low and may not be an immediate

solution to the problem of access. Implication from these findings and submission portends that access to private universities is restricted to financially buoyant applicants and not applicant from average family whose population is overwhelming in Nigeria. Hence, private university is an answer to a social appeal and not for all and sundry.

UNIVERSITY OF IBADAN

Research Question one: What is the annual access ratio of both public and private universities in South-Western Nigeria between 1999 – 2008 ?

SECTION B

Table 4.1: Statistics on Private and Public Universities Applications and Admission in Southwestern Nigeria Between 1999-2009.

(a) Statistics on Public Universities in Southwestern Nigeria

Year	Number of Public Universities	Number of Applications for University Admission	Number Admitted	Number not Admitted	% of leftovers
1999/2000	10	88,393	16,030	72,363	81.8
2000/01	10	92,076	18,499	73,577	79.9
2001/02	10	104,891	17,622	87,269	83.2
2002/03	10	185,332	18,518	166,814	90.0
2003/04	10	216,235	21,924	194,311	89.9
2004/05	12	192,907	20,594	172,313	89.3
2005/06	13	205,218	20,538	184,680	89.9
2006/07	13	208,160	19,901	188,259	90.4
2007/08	14	229,037	22,281	206,756	90.3
2008/09	18	276,383	22,197	254,186	91.9

Source: Federal Ministry of Education; Statistics of Education in Nigeria: 1999-2005. (2007) Fieldwork: 2010

(b) Statistics on Private Universities in Southwestern Nigeria

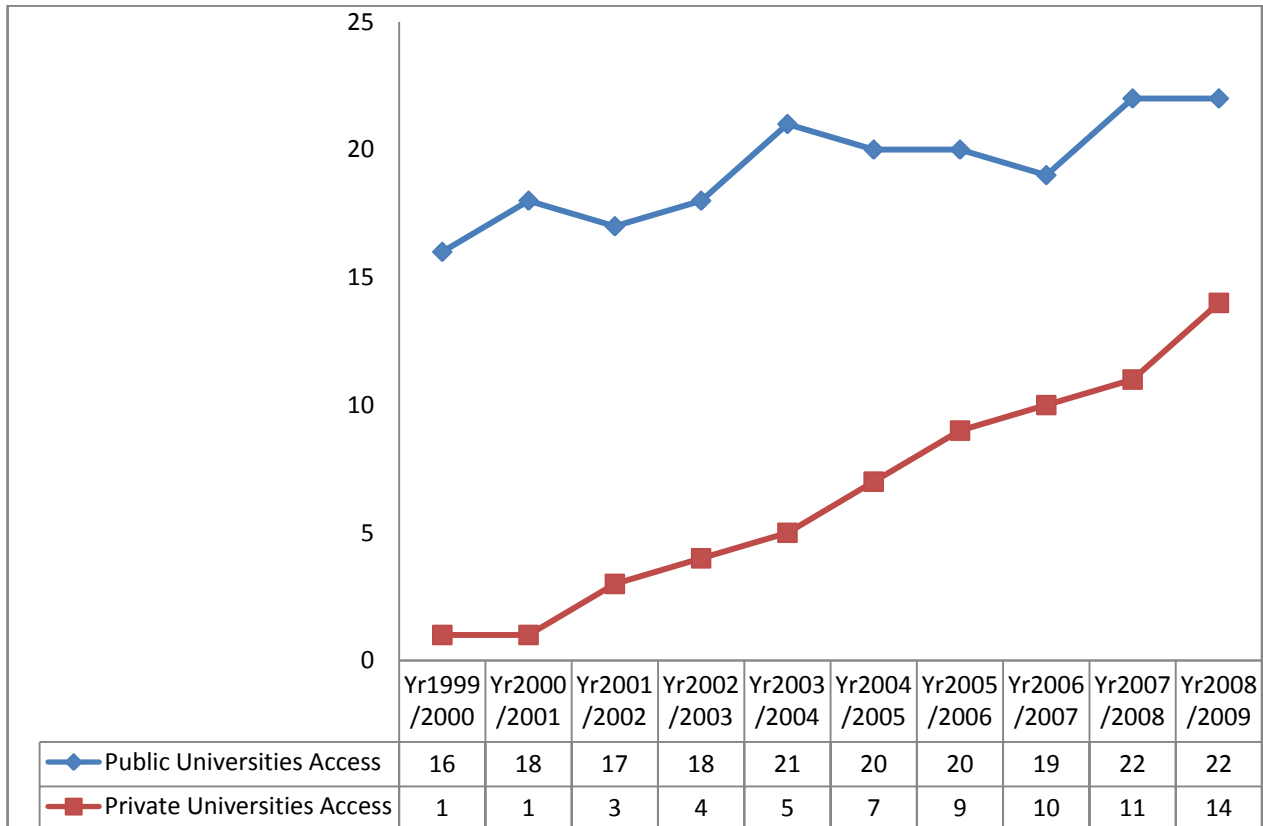
Year	Number of Private universities	Number of Applications for University Admission	Number Admitted	% absorbed by private from public
1999/2000	1	2,214	1,002	1.4%
2000/01	1	3,034	1,912	2.6%
2001/02	2	5,713	3,516	4.0%
2002/03	4	7,294	4,702	2.8%
2003/04	4	8,918	5,873	3.0%
2004/05	4	9,207	7,314	4.2%
2005/06	11	10,815	9,613	5.2%
2006/07	12	13,018	10,212	5.4%
2007/08	16	15,784	11,493	5.6%
2008/09	16	17,109	14,919	5.4%

Source: Federal Ministry of Education; Statistics of Education in Nigeria: 1999-2005. (2007) Fieldwork: 2010

The statistics on table 4.1 showed the rate of application and admission into the public and private universities in southwestern Nigeria. The number of potential applicants that were unable to secure admission into these universities, and the percentage that

private universities were able to absorb among leftovers from the public universities in the last ten years (1999-2008) was revealed in the statistics.

Figure 4.6: Annual access ratio of both private and public universities in Southwestern Nigeria between 1999-2008.



The annual access ratio shown on figure 4.6 reflected a positive trend of development between the public and private universities in Southwestern Nigerian, within the specified period under study. In 1999/ 2000, the annual access ratio between the public and private universities was 1:16, followed by ratio 2:18 the subsequent year. In 2001/2002 session, with one more private university added to the only one existing earlier, the ratio rose to 3: 17, while it become 4:18 in 2002/ 03 when another 2 private universities were added to the existing list, making 4. there was a steady gradual increase in the private university's enrolment, the ratio increase from 5:20 in 2003/ 04 to 7:20 in 2004/05, then to 9:20 in 2005/06 when additional seven (7) private universities was added to the existing four (4).

The wide margin between the public and private universities was becoming narrow annually, in 2006/ 07 the ratio was 10:19, it increases in 2007/ 08 to 11:22 and ultimately to 14:22 in 2008/09 session. Though, a close examination at the figure 4.6 on public and private university establishment ration, reflect that while public universities was moving at an arithmetic level, the private universities were advancing in a geometric level. This admission progression between these two universities types (public and private) made the wide gap that existed initially between them to be narrowed down. Though, it also noteworthy that the increase in the number of private universities is not commensurable with the admission into them owing to cost of enrolment and limited space or quota allotted to them by the NUC. This limiting factor will gradually change as the existing private universities become more stabilized and more of them are established.

The implication of this annual access ratio of both private and public universities in finding was that, given the steady increase in the number of private universities in Nigeria, in some couple of years to the present time, the admission ratio of private universities will likely meet up with that of the public ones. This inference is built on the premise that, private universities will continue to increase in this country, as there are still many applications from potential private operators which are under scrutiny by the National University Commission (NUC).

Summarily in the last one decade (1999-2008) which marks the inception of private universities in Nigeria apart from its first short appearance in 1980s, the ratio of admission of access between the private and public universities in south western Nigeria rose from ratio 1:16 to 14:22. This is a positive development trend towards access creation in universities education.

This development trend is enough evidence that there is a serious access problem into university education in Nigeria. This fact was further substantiated through NUC's ban on over forty-five (45) illegal private universities and few other Degree Mills still undergoing investigation and/or ongoing court actions (NUC bulletin, (2012). All these illegal

institutions before their proscription are having students on enrolment; they charge fees at almost of equal rate with the NUC approved institutions. The implication of this is that in another ten years, the number of private universities in Nigeria will be more than that of both the state and federal universities altogether. This development will in no small measure reduce the number of excess applications that Joint Admission Matriculation Board often records on yearly basis.

Even access to the existing private universities in the country could be boosted through freewill support of the government to these institutions. This idea was suggested by Professor 'Deremi Abubakre vice-chancellor of Al-Hikimah University Ilorin and Professor Isaac Adeyemi, Vice-Chancellor, Bells University of Technology, Ota. They opined that Education Trust Fund benefits should be extended also to the private universities and not only the public ones, giving the analogy of fertilizer distribution in which the government does not usually discriminate between private and public companies. (Ojerinde, 2009).

Ultimately, given another ten years, Nigeria will be competing with some developed nations as regards number of university establishment in them. Then, the competition would have been steep based on geometric increase in the number of private universities in Nigeria. Such development will have bearing on cost into these institutions, as some of them will have to adjust their service charges in order to attract more applicants and students into them.

Research Question Two: What is the yearly average enrolment created by private universities vis-à-vis the percentage increase in the number of private universities?

Table 4.2: Yearly average enrolment created by private universities vis-à-vis percentage increase in the number of private universities in south western Nigerian between 1999-2008.

Year/Session	No of Private Universities	Average yearly Enrolment	No Admitted	% increase in the No of private Universities	% increase in yearly enrolment by private universities
1999/2000	1	100.2	1,002	1.4	5.9
2000/2001	1	191.2	1,912	1.4	9.4
2001/2002	2	351.6	3,516	2.8	16.6
2002/2003	4	470.2	4,702	5.6	20.2
2003/2004	4	587.3	5,873	5.6	21.1
2004/2005	4	731.3	7,314	5.6	26.2
2005/2006	11	961.3	9,613	15.5	31.9
2006/2007	12	1021.2	10,212	16.9	33.9
2007/2008	16	1149.3	11,493	22.5	34.0
2008/2009	16	1491.9	14,919	22.5	40.2

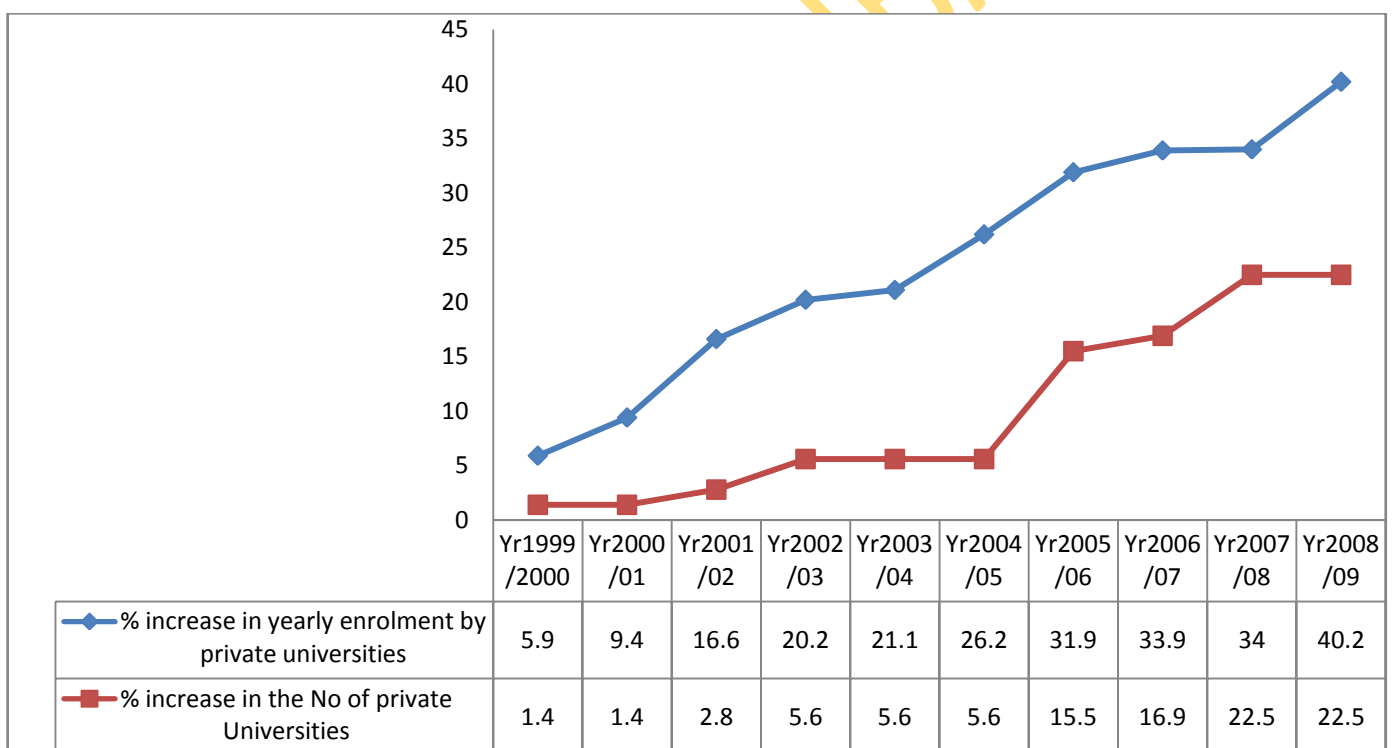
Source: Field Survey, 2009

Table 4.2 above indicated that average yearly enrolment created by private universities was 100.2 and 191.2 in 1999/2000 and 2000/2001 academic session respectively, while the percentage in the number of private universities stood at 1.4%. In 2001/2002 the average yearly enrolment was increased to 351.2 at 2.8 % percentage increase in the number of private universities. In 2002/2003, 2003/2004 and 2004/2005 academic session respectively, the average yearly enrolment created by private universities stood at 470.2, 587.3 and 731.4 respectively at a fixed 5.6 % percentage increase in private universities was the same for these 3 consecutive sessions because there was no additional

private universities that was established for this period, though the average yearly enrolment increase from 470.2 and 587.3 to 781.4 which is a positive development.

In 2005/2006, the average yearly enrolment was 961.3 at 15.5 percentage increase in the number of private universities, while in 2006/ 2007; the average yearly enrolment was increased to 1021.2 at 16.9 percentage increase in the number of private universities. However, in 2007/2008 and 2008/2009 academic session, the average yearly enrolment was 1149.3 and 1491.9 respectively at 22.5 percentage increase in the number of private universities.

Figure 4.7: Showing Percentage Increase in Yearly Enrolment by Private Universities visa-vis percentage increase in number of private universities



Source: Field Survey 2009

Similarly, it is obvious from the figure above that percentage increase in yearly enrolment by private universities in south Western Nigeria is increasing on yearly basis, it started with 5.9% in 1999/2000 session and risen to 40.2% in 2008/2009.

The implication of this finding was that, the average yearly enrolment was increasing on a yearly basis for all the sessions examined (1999-2008), even in some sessions where the percentage increase in private universities was at a fixed state.

It was noted by the researcher, during the fieldwork in the universities within the study area like Lead City, Covenant, Bells and Bowen universities have almost exhaust the admission quota given to them by the NUC. They could only admit more than their yearly enrolment except they expand their existing facilities as prescribed by the NUC. However, there are still some younger private universities that are yet to fill their admission quota for instance Afe Babalola and Achievers universities, both in Southwestern Nigeria are yet to fill one quarter of their admission quota.

Summarily, the older private universities in the Southwestern Nigeria who have at least graduated their first set of intake, are almost exhausting their admission capacity, hence the average yearly enrolment as shown on table 4.8 is justifiable.

Commenting on this development, Professor Deremi Abubakar Vice-Chancellor, of Al-Hikmah University, Ilorin and Professor Isaac Adeyemi, Vice-Chancellor of Bells University of Technology, Ota submitted that private universities should be assisted by the government, especially in the area of infrastructure to enhance their access expansion (Ojerinde, 2009). Hence, limited capacity is one area of the lapses of private universities that the government should look into for assistance.

This opinion of government support was contradicted by Egbokhare in Ojerinde (2009) when he submitted that the government should not venture into helping private universities with money or infrastructure because the government had not been able to properly finance public universities.

Nevertheless, apart from limited capacity affecting the application and admission level in Southwestern private universities, cost of studentship is another vital factor limiting the access into the universities. Judging from the various KII various submissions, an average Nigerian parent or civil servant cannot afford to send his child or ward to the

private universities because the cost of virtually all of them are beyond the reach of average working citizen in Nigeria.

In this same vein, another KII substantiated this position in his opinions:

In actual fact, going through the service charge of the private universities around and the cost of living of an average citizen in Nigeria, it is obvious that private university education is unaffordable for the average citizens. Studies have confirmed that 75 to 80 percent of adult population are civil servants out of which just 10 to 15 percent are either senior civil servant on the management cadre or government workers on special salary scale. Automatically, 70 percent of the Nigerian civil service who still battle for N18, 000 minimum wage cannot send their children or wards to private universities.

Also, of the 15 percent government workers either on managerial cadre or special salary scale whose salaries are assumed to be probably okay for private universities, most of them still jostle for the public universities admission. It is also noteworthy to point out that the remaining 20 percent of the adult population who are non-government workers, who are businessmen or women, multinational workers, clerics, or politicians not all of them may be willing or capable of sending their children to private universities.

(KII Participant, 58 years. Ajayi Crowther University. Oyo 03/07/09)

In essence, judging from the admission trend above on table 4.8, though enrolment is increasing in private universities in Nigeria, but the increment is at a slow rate compared to amount of teeming applicants that are uncatered for by public universities. The high cost of studentship in these institutions is a major limitation to full access into them.

4.2 Result of Research Hypotheses

The following tables discuss the relationship between increased enrolment, provision of quality assurance, reduced attrition rate and private institutions' participation.

Hypothesis One

H02: There is no significant relationship between private institution participation and increased access to university Education.

Table 4.3: Contingency table showing the relationship between private institutions' participation and increased access to university Education.

Variable	Mean	Std Dev	N	r	P	Remark
Access university education	55.8078	8.46156	1020	123	.000	Sig
Increased enrolment	19.4490	5.85181				

Sig. at .05 level, **Sources:** Field Survey, 2009

Table 4.3 above shows that there was positive significant relationship between access to universities education and increased enrolment ($r = .123$, $N = 1020$, $P < .05$). The null hypothesis is thus rejected.

The findings on table 4.9 above indicated that one of the cogent ways that access has been created for university education was through increased enrolment or physical access in these institutions; both the primary and secondary sources as reflected on table 4.6 earlier in this study attested to the fact that, increased enrolment is one of the vital benefits of private universities in Nigeria and even globally. Examining the rate of absorption by private universities of the unadmitted candidates (reference to Table 4.6) from the public universities on a yearly basis, it is evident that these privileged candidates would have been left uncatered for, or some might even settle for other non-university options. Several researchers. Aina, Okhomina and Temilola (2008), Okojie (2008), Arubayi and Ikoya (2009), Obanya (2010), and Ajadi (2010) at various times corroborated this position after examining the contributions of private universities since its inception. They asserted that without the emergence of private universities in Nigeria, the enrolment problem being faced presently by university education would have been worse.

In similar vein, Akpotu and Akpochofo (2009) succinctly advanced that increased access and better funding are part of the reasons for the establishment and growth of private universities in Nigeria. They observed that, the Nigerian universities system has been going through radical transformation and reforms which is geared towards expanding access, promotion and encouraging quality and increasing institutional efficiency, for the ultimate production of self reliant graduates. Hence, physical access, which is tantamount to increased enrolment, is paramount to the establishment of private universities in Nigeria. However, Ojerinde (2009) JAMB Registrar have a contradicting view to this trend of development, when he asserted that the increase in the number of universities in the country with the licensing of private universities has not translated to more slots for students who seeks university admission. He made this assertion in view of the fact that

there has not been a commensurate increase in the number of students offered admission by these universities. Ultimately, the definite increase enrolment as highlighted on table 4.6 of this study, by private universities cannot be ignored outrightly, though the number of admitted students is not commensurable with rate of increase in the number of private universities. These private universities that are younger in age can also expand their admission capacity over time.

One of the key informants commented that:

Without gainsaying, the overall enrolment into university education in Nigeria has been boosted through the private university emergence. The supply (establishment of private universities) is prompted by high demand (unadmitted applicants) who are definitely increasing by the day. In all our programmes, we graduate over a thousand graduands on a yearly basis. This amount or number is not too low compare to what obtains in some public universities. Our enrolment is increasing on a yearly basis as we also improve on the facilities and infrastructures to cope with the increment.

(KII Participant 41 years Babcock University Ilisan 09/04/09)

Going by the enrolment contribution of private universities to university education in Nigeria, I think it is impressive as the number is increasing on yearly basis. People are gradually getting used to the system despite the cost, with some private universities provision of scholarships, workstudy for students, flexible payment of tuition fee to cushion the cost burden, some parents are also developing some other coping strategies to meet up with cost demand of private universities. This has significantly increase the enrolment status of the private universities which is a plus to university education access.

(KII Participant 49 years, Covenant University, Ota 04/08/09)

Concluding on the findings and submissions of KIIs judging from the rapid increase of private universities in Nigeria from three (3) in 1999 to fifty (50) in 2012, and with so many applications for operation still undergoing scrutiny of the NUC is enough evidence to show that enrolments in private universities cannot be underestimated. If there are no patronage from applicants or admission seekers, that would have discouraged private operators. Corroborating this position, Obasi (2008) submitted that “the total enrollment in 23 private universities in Nigeria in May 2007 was 37,636 students representing only 3.4 of the total enrolment into universities.

Research Hypothesis Two

HO2: There is no significant relationship between private institutions' participation and provision of quality assurance in the widening of access to university.

Table 4.4: Contingency table showing the relationship between private institutions' participation and provision of quality assurance in the widening of access to university.

Variable	Mean	Std. Dev.	N	r	P	Remark
Access university education	55.8078	8.46156	1020	263	.000	Sig
Provision of Quality Assurance	18.5118	4.86711				

Source: Field Survey, 2009

It is shown in the above table that there was positive significant relationship between access university education and provision of quality assurance ($r = 263$, $N = 1020$, $P < .05$) this null hypothesis is thus rejected.

Implication from this finding uphold that improved academics provision which entails, adequate facilities and infrastructure, conducive teaching and learning environment, moderate lecturer-students ratio, functional virtual library well equipped laboratory, qualified teaching and non teaching staff, graduating at record time and tension free environment has influenced significantly the access to university education in private institutions. A general survey of all universities sampled for this research showed a measure of improvement and adequacy in their provision though at different rates. Records collated from this research showed that Babcock, Bowen and Covenant have more PhD degree holders among their academic staff than the remaining three (Redeemers, Lead City, and Ajayi Crowther University). There is 1 doctorate degree holder to 46 students at Babcock; 1:49 Bowen and 1 to 45 at Covenant. There are about 12:6 books per student at Babcock, 2.56 per student at Bowen and 15:2 books per student in Covenant, in their main libraries.

With respect to sitting capacity in their respective libraries and lecture halls, there is 18 seats to a student at Babcock, 4:3 to a student at Bowen, 10 to a student at Bowen, 15

to a student at Ajayi Crowther 12 to a student at Bells and 3.2 to a student at Lead City. All these provisions are pointing to the fact that facilities and personnel in private universities are adequate which is in contrast to most public universities where students far overshoot the facilities with minimum staff strength.

Moreover, the regular monitoring by the NUC to all universities (both public and private ones) coupled with the physical observation made during the fieldwork of this research attest to the quality assurance provision of private universities. It was observed that most of the private universities even over-prepared during their take-off, so as to ensure and earn their license of operation from NUC. The initial take-off provisions are improved upon by the private universities, so as to retain their license or to avert sanction from the NUC. An instance of this is the withdrawal of license of operation from the University of Education, Ikere (TUNEDIK) in 2010 for lack of internal efficiency and strife in the institutions. This is enough signals to all other universities both private and public, whose quality assurances are in doubt.

KII substantiated this position with the following submissions;

Quality assurance is a serious matter for private universities. No private university is allowed to start operating or been approved without satisfying the NUC requirement in the area of material, manpower and available capital to sustain the institution at least for a period of three years. In all these areas, our provision are of international standard, which attract foreign students to our institution.

The NUC (National University Commission) and COMPU (Committee on Monitoring of Private Universities) has adjudged our university as one of the best in the country. On several occasions, this university has represented Nigerian private universities in national contest; parade and events. All these speak volume about our quality assurance.

(KII Participants 53 years. Covenant University, Ota. 04/08/09).

Quality and efficiency is our watchword in this university. The students who are at the receiving end can testify to this, we work on how we can improve our services and provisions everyday. We fill our admission quota every year and we don't go beyond the capacity that NUC approved for us, this is enough reason to show that the quality is assured and guaranteed in this place.

(KII participants 51 years. Bowen University, Iwo. 24/05/09)

Our quality standard rings bell just like the real name of the university. We are adequate in the area of manpower infrastructure facilities, equipments, capital base and all other requirements necessary for smooth operation of

university education. The applications to our university in the area of admission is always high yearly, this explain the reason for multi campus initiative adopted by our university, this is done in a bid to satisfy to some extent the admission need of applicants.

(KII Participants 58 years, Bells University Ogun State. 29/07/09).

This university is well known not only within the country but even outside the shores of Nigeria; this is not because our university is one of the first 3 private universities that was licensed in Nigeria. Our institution and students have featured severally in both national and international scene with outstanding performances. This speaks volume of our quality and product, we are first among equals.

(KII Participants 46 years, Babcock University, Ilishon. 09/04/09).

Quality assurance criteria as put forward by Oladipo, Adeosun and Oni (2010) which includes; staff-students ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities are the point of attraction considered by applicants before obliging to pay through their nose for private institutions. Also, it should be noted that substantive licenses are issued to well manage institutions after three years of probation based on assessment of their growth performance within the guidelines stipulated by the government. (Rufai, 2011). Okebukola (2011) asserted that quality assurance mechanism which is the immediate answer to the present performance of today's Nigerian university is always examined critically by the NUC before issuing license of operation to any private university. Hence, the issue of quality assurance forms part of the qualities which draws many applicants to private universities. It was also revealed by this research that most of the private universities courses often time get full accreditation during accreditation exercises.

Hypothesis Three

Ho3: There is no significant relationship between private institutions' participation and reduced attrition rate in university education.

Table 4.5: Contingency table showing the relationship between private institutions' participation and reduced attrition rate in university education

Variable	Mean	Std. Dev.	N	r	P	Remark
Access to university education	55.8078	8.46156	1020	558	000	Sig.
Attrition rate	21.9206	4.32767				

It is shown in the table above that there was positive significant relationship between access to university education and attrition rate. ($r = 585$, $N = 1020$, $P < .05$). The null hypothesis is thus rejected.

The inference from this finding revealed that there is a high rate retainership of the admitted students in the private institutions, and also the chance of been admitted into them has influenced access to university education in an appreciable measure. Lending credence to this position, Osagie (1994), Walton (1998) and Ofoegbu (2004) reported variously that there is a continuous significant attrition rate across faculties in Nigeria public universities based on their studies or academic performance. Attrition in this research is operationally conceived as the rate which potential applicants are been disqualified at the admission point (matriculation related wastage) and their ability to go through their programmes without dropping out of the university system for any reason.

Also, Ofoegbu and Ojogwu (2006) revealed that a wide gap exist between the Joint Admission Matriculation Board (JAMB) admission list and the university matriculation clearance document using the 2002/2003 and 2003/2004 admission year record retrieved from University Admission Board (UAB) as case of study. The above submissions imply that students often drop out of public universities due to poor academic performance and

several other matriculation related wastage reasons. These factors are not so prominent in the private universities which ultimately result to low attrition rate in them.

In similar vein, Bakari (2000) and Davis (2001) confirmed in their studies, that many students were unable to finish their university programme due to high service charges, lack of instructional facilities and equipment, examination malpractice, poor academic performance among others. The only factor which may likely affect the private universities in the findings of Bakari and Davis as highlighted above is high service charges. In most cases, this charges and wherewithal of the applicants must have been considered before opting out for private university admission.

KII also revealed these:

Attrition is not very popular in the private universities probably because of their better provision and service delivery which most often supersede that of public universities where attrition rate is high. I believe that attrition will be at its barest minimum in an institution or a situation where students get all the necessary impetus, encouragement, and facilities that requires them to be at their best.

(KII Participant 61 years Ajayi Crowther University, Oyo. 03/07/09).

So many of the factors that contributed to attrition rate in university education have been adequately prepared for and managed by private universities. Factors like undue interruption in school calendar, inadequate facilities, examination leakage and malpractices, cultism, unconducive learning environment among others. Apart from the relatively high service charges and some other extremely bad conditions perhaps in the area of poor health and academic performance of the students, I see no other reasons why any student should drop-out of private university system before graduation. University access to students will definitely be enhanced with these provisions in the private setting.

(KII Participant, 48 years, Bell University, Ota, 29/07/09)

You can be sure that most parents will prefer a system where safety of their wards or children will be guaranteed and where they can plan or prepare an estimate of how much they are likely to spend on their wards for their degree programme. This is not the case in the public universities where you only know when you are admitted and you can't be sure of when you are graduating. The cost-benefit of the private universities is far better in this area. This is equally a factor to their low attrition rate.

(KII Participant 62 years. Lead City University Ibadan 5/06/09)

Crossling et al (2009), reiterating the KII submissions on attrition posits the causes for student drop-outs in higher institutions such as mismatch area of interest and field of placement, poor social integration, lack of appropriately developed instructional and

assessment methods and other institutional inputs are part of preparatory signals for private universities which will fortify them against wastage. Akpan and Undie (2007), opined that using the quota system to guide and regulate access to university education has an inequitable and restrictive effect on admission seekers. Private universities are not faced with these strict admission criteria, hence their enrolment is enhanced.

Contrary to this research findings and KII submissions, Ogunlana (2010) observed that in an effort to get better education, most students opt for private universities which are very expensive. His research shows that most students that enrolled in private universities could not complete their studies as a result of the high tuition and living costs. Some of them could find the money at the beginning of the programme but then to continue paying for a further three years becomes a problem, either because of loss of sponsors, parents losing their jobs or business as a result of political instability, such as in Nigeria.

By implication, pressure and frustration of several denials from public universities may force applicants for university admission to save fund or borrow money for his or her first year tuition, only to be financially stranded midway or before completion. This is a crucial factor that leads to attrition in private universities; hence, access to private university education is seriously lowered by this limitation.

Research Hypothesis 4

Ho4: There is no significant relative and joint effect of private institutions' participation components (flexible admission requirement, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, and availability of diverse course) on access to university education

Table 4.6: The joint effect of private institutions' participation variables on students access to university education (model summary).

Model	r	r- Square	Adjusted r-Square	Std Error at the Estimate
1	0.696	0.485	0.482	6.09039

a) Predictors (constant) flexible admission requirement, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, and availability of diverse course

Table 4.7

Model	Sum of Square	df	Mean Square	F	Sig
Regression	7112.393	6	592.699	158.99	0.001
Residual	2168.697	1013			
Total	9281.090	1019	8.925		

a) Predictors (constant) flexible admission requirement, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, and availability of diverse course

b) Dependent variable: Access to University Education, Relative effect of private institutions variables (flexible admission requirement, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, and availability of diverse course) on access to university education. The table 4.8 shows the relative effect of the predictors on the dependent variables (access to university education).

Table 4.8: Multiple Regression Analysis of Private institutions' participation variables when taken individually as determinant of access to university education.

Variable	Unstandardised coefficient		Beta	t	Rank order	Sig	Remark
	B	Std Error					
Constant	19.880	1.740		11.429		.000	Significant
Flexible admission requirement	903	.082	.625	11069	4 th	.000	Significant
Infrastructure	422	.082	.243	5.130	5 th	.000	Significant
Flexible Tuition Payment	387	.026	.856	14.889	2 nd	.000	Significant
Diverse course	926	.066	.396	14.113	3 rd	.000	Significant
Attrition rate	983	.059	.503	16.546	1 st	.000	Significant
Uninterrupted Academic programme.	249	.108	.054	2.302	6 th	.022	significant

c). Dependent variable: Access to university Education

The results and Discussion of Major Findings on Private Institutions' participation variables.

The results 4.6 and 4.7 show that the private institutions' participation variables: flexible admission requirement, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, and availability of diverse course had positive significant joint effect on access to university education.

Table 4.7 shows that the linear combination (i.e joint effect) of flexible admission requirement, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, and availability of diverse course on access (increased enrolment) to university education was significant ($F(6,1013) = 158.988$; $R = .696$, $R^2 = .485$, $Adj R^2 = .482$; $p < 0.05$). The six independent variables jointly accounts for the adjusted R^2 value 0.482 indicating that the total contribution or effect made by all independent variables of the private institutions' participation is 48% while other extraneous variables account for about 52%. The result in table 4.7 further shows that the linear effect of the private institutions' variables did not occur by chance as it gives the F-ratio value of 158.988 which signify the strength of the six independent variables as potent determinant of access (increased enrolment) to university education. Thus, the null hypothesis four is rejected and the alternative hypothesis upheld. Apart from the joint effect of the independent variables, a test was carried out using multiple regressions to determine the relative (composite) effect of these independent variables on access to university education. Table 4.8 shows the result of the relative effect of private institutions' variables.

The relative effect of the variables shows that flexible admission requirement ($\beta = .625$; $P < 0.05$) infrastructure ($\beta = .243$, $P < 0.05$), flexible tuition payment ($\beta = -.243$; $P < 0.05$), diverse courses ($\beta = .396$, $P < 0.05$), attrition rate ($\beta = .503$, $P < 0.05$) and uninterrupted academic programmes ($\beta = .054$, $P < 0.05$) had significant relative positive effect on access to university education.

The result of tested hypothesis confirm the submission of Osagie (1994), Walton (1998), Davis (2001), Ofoegbu (2004), Ojogwu (2006), Okebukola (2007), Obasi (2008), Babalola, Ademola, Oyediran, Ayeni, Adedeji, et al (2006) and Ajadi (2010) that flexible admission requirement, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, and availability of diverse course are cogent determinants towards access (increased enrolment) to university education. By

implication, the study reveals that the inability of the public universities to perform effectively and optimally is not due to chance but the absence of these universities's access facilitator as identified above.

Regarding the relative contributions of the independent variables as determinant of access to university education, table 4.8 shows that attrition rate is the most potent variable of the six factors proposed for this study, since it had the greater relative significant effect of $\beta = .503$; $t=16.546$ $P<0.05$. The result of low attrition rate in private setting is in consonance with earlier studies of Ofoegbu and Ojogwu (2006), Bakari (2000) and Davis (2001) that reveal low matriculation related wastage and absence of inadequacies in service delivery in private universities. These factors among others are what causes high attrition in the public setting.

Similarly, the significant relative effect of the flexible tuition fee payment with ($\beta = .852$; $t=14.889$ $P<0.05$) as shown in table 4.8 indicates that flexible tuition payment with rank order 2nd, is another potent determinant of access to university education. Conforming the potency of the flexible tuition payment as strong determinant as shown in table 4.8, the earlier submission of Kaplan (2003), Akintayo (2004) and Omoike and Aluede (2007) confirm this in their researches that except applicants enjoy flexible tuition payment arrangement, access to private universities may remain a mirage to many willing applicant.

Furthermore, the result of table 4.8 as it relates to diverse courses ($\beta = .503$; $t=16.546$, $P<0.05$), reveals that it has significant relative effect on determining access to university education. The works of Thaver (2004), Obasi (2008), Okebukola (2008), Erinsho, Aina, Okhemina, and Temilola (2008) and Ajadi (2010) had earlier revealed the same position as given in this study that diversecourse is a significant factor. Erinsho, Aina, Okhomina and Teniola (2008) opined that diverse course of private universities are driven by market rather than just been given a course of study. They further stated that these private universities offer degree programme in the social and management sciences,

accounting, banking and financing, marketing, public relation and ICT related courses which are labour market frineddly.

The result in table 4.8 also reveals that flexible admission requirement was another germane factor in providing access to university education. In support of this position, Saint, Hartnet and Strassner, (2003), Moti (2010) and Adeotomre (2007) posited that the politicization of admission has the effect on forcing integration, stifling academic freedom and ending the autonomy of the universities. The politicization of admission refered to by the authors above is the general operation of JAMB as political tool by government to equalize educational development between the North and South, and by implication decelerating higher education development in advanced Southern states. Tomaseuski (2003) submitted that among others, higher education shall be equally accessible to all on the basis of merit. Hence, private universities are suitable for this provision.

Another factor examined was infrastructure which table 4.8 reveals as another determinant to the provision of access to university education. The table show that infrastructure ($\beta = -243$; $t = -5.130$, $P < 0.05$) had a significant relative impact on determine access to university education. Supporting this assertion references were drawn from the works of Ajadi (2010), Obadare (2011), Omoike and Aluede (2007) and Akpotu and Akpachafo (2009) from where it was confirmed that virtually all private universities are up to the task in the area of infrastructure provision, which is one of the vital consideration by parents and guardians before investing on their wards in the private setting. Obasi (2007) also confirm this submission by affirming that “the enforcement of the criteria for granting of licenses to private universities has had positive impact on the quality of facilities for teaching and learning in the institutions”. Some of the universities for example have state of the art facilities that are envy of students in public universities where there are dilapidated infrastructural facilities. The NUC accreditation report of 2006 expressed satisfaction over the standard of laboratories and quantum of equipment acquired as well as the availability and well furnished classrooms, workshops, studies and ICT facilities.

Also, one other cogent factor considered in this research as determinant of access creation to university education was uninterrupted academic programme. The table 4.8 shows that uninterrupted academic programme ($\beta = .054$; $t=2.302$, $P<0.05$) had a significant relative effect on access to university education. This finding was corroborated by Obasi (2007), Erinosh, Aina, Okhomina and Temilola (2008) and Okebukola (2008) when they asserted that maintenance of stable academic calendar has remained one of the greatest achievements of private universities. The presence of private universities has brought a big challenge to public universities. They are now under serious pressure by the government to restore their academic calendar from October to June. Obadare (2011) also supported this position by concluding that private universities enable people to plan well because of their record time programme, which is void of several factors either human or material that causes public universities programme to be prolonged.

Supporting the various findings above, KIIs made their contributions as follows;

A female informant noted:

The issue of course choice is so germane to applicant's career and what such an individual will likely become in the future. Most private universities are noted for labour-market friendly courses which often attract many applicants to them. Every potential admission seeker will always look forward to a time of graduation after his or her university education programme when they will be received favourably at the labour market. We consider the labour market manpower demand in the design of curriculum and courses, hence we have enough students in all our faculties.

(KII Participant 47 years, Covenant University 04/08/09)

Another key informant stated:

One of the utmost advantages of private universities is that students are given free hand to make their choice of course in as much they have the requirements for it. Unlike the public universities where students are offered the available or less competitive course which is at variance with what they desire to do. Our universities have even incorporated the so called capital intensive area (science-based courses) which many private universities often avoid because of its capital requirements. This giant stride of ours will enable many qualified applicants who want to offer medicine and other science-based courses to achieve their dream which would have been scuttled or diverted by the public universities.

(KII Participant 55 years, Babcock University 09/04/09)

Another key informant contributed as follows:

Our universities help students to achieve their dreams and also develop their talents in line with what they have in mind for life pursuit. High

percentage of students in public universities are currently pursuing what circumstance has offered them and not what they originally intend to do. This will likely affect their achievement and performance negatively on the programme. Students are at their best when they are doing what they chose and interested in. With us, some applicants are able to found new and better courses that well suits their purpose which are quite different from their initially preferred courses.

(KII Participant 52 years, Bowen University, Iwo. 24/05/09).

Another key informant stated that:

There is very little that could be done in the area of cost, because provision of quality service requires huge capital and in as much there is no subvention or subsidy from the government, the beneficiaries will have to bear the cost. The possible avenue for assisting applicants in the area of tuition payment is breaking the lump sum into manageable amount that will be paid at interval before the end of each session. Another avenue is the work study programme, this provision is made available for students who finds it difficult in coping with the financial demand of the institution but which can manage part-time job with their studies. Some of these students earn the money they use in sponsoring themselves all through the programme from this source.

(KII Participant 58 years, Babcock University Ilishan 09/04/09)

Another key informant contributed as follows:

Interruption in institution programme is a forgone conclusion in most private universities. All factors that could be responsible for these interruptions had been taken care of in our university. Since I joined the service of this university, I have not witnessed any undue stoppage in the school calendar; this is beneficial to both the students and university authority.

(KII Participant 52 years Covenant University Ota, 04/08/09)

A male key informant noted:

Virtually all of us working within the university systems in Nigeria must have experienced unscheduled stoppage in our tertiary academic programme once, twice or even more except people that studied abroad where they have stable academic calendar in their institutions. These intermittent stoppages when merged together are wastage periods caused by industrial strike actions, students' unrest and diverse of local factors within the institutions. It was observed that these breaks has terminated prematurely the academic pursuit of some students, some have been rendered invalid for life through accidents while some others are not alive to tell the story for reasons that time will not permit us to mention here.

Summarily, these wastages have been averted through uninterrupted academic programme of private universities. We cherish our time and students' time, thus stable academic calendar is one of our enviable features in this university.

(KII Participant 47 years, Bishop Ajayi Crowther University, Oyo 03/07/09)

Some KIIs have these submissions on infrastructure facilities in private universities;

Infrastructure facilities is one of the yardsticks or parameters of NUC accreditation for courses and license issuance to new private universities, no private university is expected to be lacking in this area. In the area of buildings, offices and laboratories, we have more than enough at least considering our present population. In the aspect of equipments, machines, library materials and facilities, and other relevant facilities in a standard university by NUC requirements, we have more than adequate of these as well; our student to facilities ratio is also moderate. We are on our toes to update and upgrade all these facilities as at when due.

(KII Participant 51 years, Bells University, Ota, 29/07/09)

Our infrastructure facilities will compete favourable with any other ones from within the country and even abroad. When it comes to quality, we don't mince words, hence our facilities are not local, but of international standard. We have all the necessary infrastructural facilities that a standard university should possess in their quality and quantity.

(KII participant 54 years, Babcock University Ilishan 09/04/09)

Some KIIs submitted these on flexible admission requirement:

The flexibility of our admission requirements in the area of cut off mark that is a bit lower than that of public universities, absence of quota system, no age discrimination, combination of two sittings or results for admission and admitting candidate uncompleted results for remedial programme after which full admission is offered when successful with his or her results from the remedial. The basic requirement which is the O/L result is non-negotiable.

(KII participant 46 years, Bowen University, Iwo. 24/05/09)

The stringent measures put in place to disqualify applicants or deny them admission in the public universities are not seriously observed in private universities except the required registration of the prospective applicants with JAMB and having result from the examination conducted by this examination body, and the ordinary level requirement result. These are the two basic requirements in our university after which an entrance examination or post-UME is conducted for the applicants. Also applicants seeking admission into our institution are made to sign an undertaking of good conduct through their studentship without to ensure adherence to the university's rules and regulations.

(KII participant, 44 years, Lead City University, Ibadan. 05/06/08)

The summary of all the views as contributed by the key informants is that private institutions' participation variables examined in this study with respect to flexible admission requirement, better infrastructure and learning environment, flexible tuition fee payment, uninterrupted academic programmes, attrition and availability of diverse courses are potent determinant of access to university. The various submissions of the key

informants are consonant with the results of the analysis on hypothesis for that private institutions' participation factors combined and individually will determine access to university education.

4.3 The Analysis of Questionnaires on item-by item basis using Percentage, Mean Score and Standard Deviation Methods.

The likert rating scale scores were analysed and used to interpret the outcome of the research questions. The likert scale was structured as SA = 4, A = 3, D = 2 and SD = 1, giving the average $10/4 = 2.5$. This reveal that mean score of any item less than 2.25 was as 'Not Significant', that is, the response of such an item would not be considered to have influenced access to university education.

Table 4:9(a) Private universities establishment items as determinant of increased frvenrolment to university education (Staff)

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	The number of private universities in the country had increased tremendously in recent time.			36 30.0%	84 70.0%	3.70	0.46	S
2	Corporate social responsibilities of private organizations to universities have increased in recent time.		12 10.0%	54 45.0%	54 45.0%	3.35	0.66	S
3	Many applicants have been granted access to universities through these private universities		12 10.0%	72 60.0%	36 30.0%	3.20	0.60	S
4	With more private universities on board, many denied applicant will gain access to universities			102 85.0%	18 15.0%	3.15	0.36	S
Average mean scores						3.35		

Table 4:9(b) Private universities establishment items as determinant of increased enrolment to university education (Students)

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	The number of private universities in the country had increased tremendously in recent time.	14 1.4%	20 2.0%	253 24.8%	733 71.9%	3.67	0.59	S
2	Many applicants have been granted access to universities through these private universities	49 4.8%	71 7.0%	459 45.0%	441 43.2%	3.27	0.79	S
3	With more private universities on board, many denied applicant will gain access to universities	60 5.9%	104 10.2 %	626 61.4%	230 22.5%	3.01	0.75	S
4	My universities have more than enough facilities and space to accommodate more than the enrollees that we have presently.	77 7.5%	178 17.5 %	472 46.3%	293 28.7%	2.96	0.87	S
Average Means Scores						3.23		

The perception and rating of the respondents staff on private universities establishment as determinant of increased enrolment to university education shown in table 4.9a reveals that establishment of more private universities influence the degree of access to university education. This shown with the average means score of 3.35. The highest mean reveals that the private universities in the country had increased tremendously in recent time with a mean score of 3.10 which has definitely led to increased enrolment in university education in Southwestern Nigeria. The view of staff respondents is in consonance with the other respondents (students) with the average mean score of 3.23. The interpretation is that with increase in the number of private universities in the country, it will definitely translate to a measure of increase in access or enrolment of applicants. This is in line with the global trend and motive of private provision of higher education as established in Altbach (2000), Levy (2002), Thaver (2004), Mabizela (2002), Otiemo (2004), Teferra (2005) and Obasi (2005), they submitted that one of the driving force which prompted private universities in Nigeria is the inability of public universities to cope with the increasing demands for admission.

This global trend is in right perspective, only that the actual percentage of increase in access (enrolment per head) is not commensurable with the percentage increase in private universities.

(See table on page 120)

Table 4.10 (a) Improved academic packages items as determinant of access to university education

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	Many new courses have been introduced through private university to university education in Nigeria			12 10.0%	108 90.0%	3.90	0.30	S
2	Private universities have more entrepreneurial courses that are more acceptable in the labour market.		12 10.0%	36 30.0%	72 60.0%	3.50	0.67	S
3	Applicants have more opportunities of selecting more courses of their choice through the introduction of private universities.			90 75.0%	30 25.0%	3.25	0.43	S
4	Provision virtual library, equipped laboratories and qualified teaching and non-teaching staff contributed to good quality of their programme.		18 15.0%	72 60.0%	30 25.0%	3.10	0.63	S
5	Information communication technology adaptation in private universities makes their programmes to be attractive.		36 30.0%	54 45.0%	30 25.0%	2.95	0.74	S
	Average mean score					3.34		

Table 4.10 (b) Improved academic packages items as determinant of access to university education

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	Many new courses have been introduced through private university to university education in Nigeria	46 4.5%	63 6.2%	226 22.2%	685 67.2%	3.52	0.80	S
2	Private universities have more entrepreneurial courses that are more acceptable in the labour market.	55 5.4%	179 17.5 %	389 38.1%	397 38.9%	3.11	0.88	S
3	Provision virtual library, equipped laboratories and qualified teaching and non-teaching staff contributed to good quality of their programme.	107 10.5 %	100 9.8%	444 43.5%	369 36.2%	3.05	0.94	S
4	Applicants have more opportunities of selecting more courses of their choice through the introduction of private universities.	57 5.6%	159 15.6 %	544 53.3%	260 25.5%	2.99	0.80	S
5	Information communication technology adaptation in private universities makes their programmes to be attractive.	84 8.2%	164 16.1 %	461 45.2%	311 30.5%	2.98	0.89	S
	Average mean score					3.13		

As shown in table 4.10 a and b, the rating of the respondents on improved academic package reveal that on the average it influences access to university education (the average mean score of 3.34 and 3.13 respectively). The two (2) tables further expresses the opinion of both staff and students that many new courses have been introduced through private universities (mean score a=3.90, b=3.52). Also, that private universities have entrepreneurial and labour market friendly courses (mean score a=3.50, b=3.11) that have encouraged many applicants to make them their choices. These submissions are corroborated by Utulu (2001), Obasi (2007) and Ajadi (2010) who asserted that private universities offered courses that have a premium both in the education market and on the labour market. Hence, many applicants opt out for private university's' courses because they have better chance in the labour market after graduation.

Provision of adequate infrastructure and facilities for teaching and learning (mean, a=3.10, b=3.05) and opportunity of selecting choiced courses by applicants (mean, a=3.25, b=2.99) have been revealed buy the study as vital factors in the provision of access to university education. This may be adduced to the fact that patronage of these universities by applicants will determine their profit margin, hence they offer less of the traditional courses. Supporting this view, Oyeranmi (2006) expressed satisfaction over the standard of infrastructures and learning facilities in the private universities in Nigeria.

Further, KIIs conducted with some management staff, senior registry staff and lecturers reveal that private universities gave room to applicants to choose their desired courses and not just available ones. Hence, students perform and achieve better when they are admitted into the universities for the courses they applied for.

(See table on page 122)

Table 4.11 (a) Attrition rate items as determinant of access to university education (staff)

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	Private universities do not strictly keep to admission requirements like the public universities		12 10.0%	30 25.0%	78 65.0%	3.25	0.77	S
2	Students are hardly expelled from private universities on account of poor academic performance		18 15.0%	54 45.0%	36 30.0%	3.20	0.68	S
3	Cultism and violence is a taboo in private universities hence cases of its occurrence is at zero level.		30 25.0%	54 45.0%	36 30.0%	3.20	0.68	S
4	Rigorous checking and screening is not noticeable in private university's admission procedure		12 10.0%	78 65.0%	30 25.0%	3.15	0.57	S
5	Attrition rate of students and access to universities		18 15.0%	72 60.0%	30 25.0%	3.10	0.63	S
6	Lawlessness and unruly attitudes is reduced to the barest minimum in private universities		18 15.0%	72 60.0%	30 25.0%	3.10	0.63	S
7	Record of brilliant academic performance with first class of degree is high in private universities.		24 20.0%	72 60.0%	24 20.0%	2.50	0.67	S
	Average mean score					3.07		

Table 4.11 (b) Attrition rate items as determinant of access to university education (students)

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	Lawlessness and unruly attitudes is reduced to the barest minimum in private universities	102 10.0%	186 10.2%	320 31.4%	412 40.4%	3.02	0.99	S
2	Attrition rate of students and access to universities	98 9.6%	148 14.5%	450 44.1%	324 31.8%	2.98	0.92	S
3	Cultism and violence is a taboo in private universities hence cases of its occurrence is at zero level.	97 9.5%	189 18.5%	387 37.9%	347 34.0%	3.96	0.95	S
4	Record of brilliant academic performance with first class of degree is high in private universities.	112 11.0%	164 16.1%	427 41.9%	317 31.1%	2.93	0.95	S
5	Students are hardly expelled from private universities on account of poor academic performance	115 11.3%	195 19.1%	369 36.2%	341 33.4%	2.92	0.99	S
6	Private universities do not strictly keep to admission requirements like the public universities	129 12.6%	194 19.0%	421 41.3%	276 27.1%	2.83	0.97	S
7	Rigorous checking and screening is not noticeable in private university's admission procedure	103 10.1%	230 22.5%	509 49.9%	178 17.5%	2.75	0.86	S
	Average mean score					3.06		

The perception and rating of the respondents in the table 4.11a and b reveal that very low attrition rate in private universities has a positive influence on access to university education. The average mean score of 3.07 and 3.06 shows that attrition rate is relatively low in private universities. Item 12 with the mean score 3.20 points to the fact that cultism and violence occurrence in private universities is at zero level. This view contradicted NUC's (2005) position that the failure of public tertiary institutions in Nigeria manifests in the form of enlarged teacher-student ratio, overcrowded classes, examination malpractice, cultism unruly attitude from students. Hence, it is the opposite of what obtains in the public that is available in the private universities setting where sanity and orderliness pervade the scene. Also, item 15 with the mean score 3.10 reveal that lawlessness and unruly attitude is reduced to the barest minimum in private universities. Obasi (2007) confirmed this finding when he asserted that provision of differentiated education by private universities through their emphasis on moral and spiritual training has been a great value to the society.

Through the KIIs on this study, it was also reveal that flexibility of admission requirements in private universities in the area of cut off mark that is a bit lower than that of public universities (as low as 150), absence of quota system, no age discrimination, combination of two (2) sittings of O'level results and admitting candidates with uncompleted results for remedial programme after which full admission is offered when successful with his or her results from the remedial. All these consideration attributes to low matriculation wastage and attrition in private universities.

(see table on page 124)

Table 4.12 (a) Studentship costs as determinant of access to university education (staff)

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	Average Nigerian applicants for university education don't think about private universities inspite of its available admission opportunities.		6 5.0%	42 35.0%	72 60.0%	3.75	0.43	S
2	Some enrolled students are unable to finish from the private universities due to upward review of fees which is common in this system.		18 15.0%	60 50.0%	42 35.0%	3.55	0.67	S
3	An average Nigerian parent or civil servant cannot afford to send their children or ward to private universities because of its cost		12 10.0%	72 60.0%	36 30.0%	3.30	0.57	S
4	It is only the very rich parents that can afford to send their wards to private universities in Nigeria today.		6 5.0%	66 55.0%	48 40.0%	3.15	0.57	S
5	Scholarship awards or provision to private universities are minimal due to its high cost implication.		12 10.0%	48 40.0%	60 50.0%	3.10	0.63	S
6	Applicants are scared from private universities due to exorbitant cost requirement for studentship there.		18 15.0%	66 55.0%	36 30.0%	3.00	0.64	S
7	Most applicants jostle for federal universities because of their free or near-free tuition fees.		12 10.0%	60 50.0%	48 40.0%	2.85	0.73	S
	Average mean score					3.24		

Table 4.12 (b) Studentship costs as determinant of access to university education (students)

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	Average Nigerian applicants for university education don't think about private universities inspite of its available admission opportunities.	93 9.1%	88 8.6%	401 39.3%	438 42.9%	3.16	0.92	S
2	Applicants are scared from private universities due to exorbitant cost requirement for studentship there.	55 5.4%	116 11.4%	467 45.8%	382 37.5%	3.15	0.83	S
3	Most applicants jostle for federal universities because of their free or near-free tuition fees.	62 6.1%	155 15.2%	397 38.9%	406 39.8%	3.12	0.88	S
4	Some enrolled students are unable to finish from the private universities due to upward review of fees which is common in this system.	84 8.2%	132 12.9%	425 41.7%	379 37.2%	3.08	0.91	S
5	Scholarship awards or provision to private universities are minimal due to its high cost implication.	93 9.15	136 13.3%	425 41.7%	366 35.9%	3.04	0.93	S
6	It is only the very rich parents that can afford to send their wards to private universities in Nigeria today.	71 7.0%	158 15.5%	496 48.6%	295 28.9%	3.00	0.85	S
7	An average Nigerian parent or civil servant cannot afford to send their children or ward to private universities because of its cost	125 12.3%	149 14.6%	416 40.8%	330 32.4%	2.93	0.98	S
	Average Mean score					3.07		

The perception and rating on table 4.12 a and b with an average mean score of 3.24 and 3.07 respectively reveals that studentship cost in private universities has a negative influence on access to university education. Item 28 with mean score 3.30 shows that an average Nigerian parent or avil servant cannot afford to send their children or ward to private universities because of its cost. Also, item 20 with means score 3.15 reveals that it is only the rich parents that can afford private universities for their wards and children. The result tallies with the submission of Moti (2010) who asserted that the establishment of private universities will only satisfy the qualified candidates who could afford the cost of these private universities, while the less privileged are still being denied. Item 23 with means score 2.85 shows that most applicants jostle for federal universities because of their free or near-free tuition fees. This point to the fact that applicants still over-subscribe to the public universities especially federal universities who is having better chances of admission in them because of their high cost. Corroborating this position, Omoike and Aluede (2007) opined that high cost of enrolment on student/parent will engender less demand. Hence, an average Nigerian parent will not think about private university twice because of exorbitant nature of its cost.

Substantiating this finding, KIIs also revealed that private universities remains and will reaming inaccessible to many average Nigerian citizen whose income cannot afford them even with the flexible admission requirements in place. This factor explains the reason why the application to public universities remains unabated inspite of the private university's intervention.

(See table on page 126)

Table 4:13 (a) Improved Academic Provision items as determinant of access to university education (staff)

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	Students in private universities have the confidence of finishing their programmes at record time i.e. without fear of undue unrest is guaranteed in private universities.		18 15.0%	54 45.0%	48 40.0%	3.55	0.59	S
2	Peaceful academic environment that is void of violence, cultism and undue unrest is guaranteed in private universities		18 15.0%	60 50.0%	42 35.0%	3.55	0.57	S
3	Enough residential accommodation for both staff and students enhances coordination stability and better academic performance		72 60.0%	36 30.0%	12 10.0%	3.30	0.64	S
4	Facilities and infrastructure in private universities guarantee brilliant academic performance.		6 5.0%	84 70.0%	30 25.0%	3.25	0.70	S
5	Tension free environment and stress less efforts for staff and students are common feature in the private universities		24 20.0%	42 35.0%	54 45.0%	3.20	0.60	S
6	The rate of graduates with first class and second class upper are higher in private universities		18 15.0%	72 35.0%	30 25.0%	3.15	0.66	S
7	There are more motivations for effective teaching-learning procedure in private universities.		12 10.0%	60 50.0%	48 40.0%	3.05	0.74	S
8	Amenities and incentives in public universities are also adequate in attaining the organization goal of the university.		6 5.0%	42 35.0%	72 60.0%	3.00	0.64	S
	Average mean score					3.72		

Table 4:13 (b) Improved Academic Provision items ad determinant of access to university education (students)

S/N	Statement	SD	D	A	SA	Mean	S.D	Remark
1	Facilities and infrastructure in private universities guarantee brilliant academic performance.	70 6.9%	95 9.3%	465 45.6%	390 38.2%	3.15	0.85	S
2	The rate of graduates with first class and second class upper are higher in private universities.	70 6.9%	107 10.5%	443 43.4%	400 39.2%	3.15	0.87	S
3	Tension free environment and stress less efforts for staff and students are common feature in the private universities	73 7.2%	141 13.8%	366 35.9%	440 43.1%	3.15	0.91	S
4	Students in private universities have the confidence of finishing their programmes at record time i.e. without fear of undue unrest is guaranteed in private universities.	73 6.3%	139 13.6%	407 39.9%	410 40.2%	3.14	0.88	S
5	Peaceful academic environment that is void of violence, cultism and undue unrest is guaranteed in private universities	60 5.9%	154 15.1%	420 41.2%	386 37.8%	3.11	0.87	S
6	Amenities and incentives in public universities are also adequate in attaining the organization goal of the university.	74 7.3%	138 13.5%	421 41.3%	387 37.8%	3.11	0.87	S
7	There are more motivations for effective teaching-learning procedure in private universities.	55 5.4%	174 17.1%	460 45.1%	331 32.5%	3.05	0.84	S
8	Enough residential accommodation for both staff and students enhances coordination stability and better academic performance	146 14.3%	270 26.5%	367 36.0%	237 23.2%	2.68	0.98	S
	Average mean score					3.51		

Table 4.13a and b shows improved academic provision is a strong factor that determines access to university education with average mean score of 3.72 and 3.51 respectively. The two (2) tables reveals that record time programme (mean score, a=3.55, b=3.15) is a significant factor to their performance. Similarly, the table indicate that facilities and infrastructures in private universities go a long way to guarantee brilliant academic performance in them (mean score, a=3.25, b=3.15).

The result supports Akpotu (2004) who analysed that total of 99.55weeks (i.e 3.22 academic years) were lost in Nigeria universities for period of six years. This represented a cost of ₦49, 211,035,322 billion or \$684, 198,230.8 million. The study also showed that a total of 11.4 million man hours and 28.54 million student-hours were lost during the strikes. Hence, a huge wastage was recorded in the public universities. Consequently, more parents and guardians tend to opt for private universities where strikes and other vices associated with public universities are virtually non-existent.

Also, the result of items 26 and 27 which supports improved academic provision (enough residential accommodation for both staff and students and peaceful academic environment void of violence and cultism) as determinant of access to university education (mean, a=3.30, b=2.68 and a=3.35, b=3.11) respectively is in tune with the submission of Obadare (2011), Obasi (2004) and Sofola (2005) who observed in their various research findings that most of the private universities offer full boarding facilities and have smaller classes with fairly adequate infrastructure even though at relatively high cost. In the same vein, maintenance of stable academic calendar has remained one of the greatest achievements of private universities. In the past two decades, public universities ran an unstable academic calendar which led to a prolonged stay of students; they are now under serious pressure by the government to restore their academic calendar from October to June. The pressure of private universities has brought sanity and orderliness to Nigerian university system in the areas mentioned above.

Judging from these submissions, access to private universities is made easier through this flexible admission requirements, besides the few basic requirements put in place by private universities cost of studentship is another serious factor that can limit students into private universities.

It is obvious from the findings of this study that private universities which are known or noted for improved academic package are the proponent of new and enterprising courses in the university system presently. This positions was supported by Clark (2001) in a study where he asserted that University Departments will need to change their curricular every two or three years in order to ensure that the content of their teaching reflect the rapidly advancing frontiers of scientific knowledge and the global market.

He further advanced that employers are increasingly demanding new curricular and courses that include skill standards and perhaps even vendor-specific certifications that are not typically included in traditional universities curricula. According to Okafor (2008), he remarked that the education and science faculties in Bowen university was specifically cited as the only faculty in the country that has a department of physics and Solar energy. Also, Obasi (2008) confirmed that in the accreditation exercise that was conducted in both 2005 and 2006, private universities were rated high with majority of their courses accredited while many courses were discredited in the public universities. All these submissions are attesting to the fact that private universities are doing well in the area of improved academic package which is mostly demonstrated in their entrepreneurial- based courses that meets the global labour market standard.

Nevertheless, it is noteworthy to observe that private universities has not and may not be able to cover so many fields like the public universities, especially in the fields which require a high level of capital investment in infrastructure and other facilities. Most private universities in Nigeria limit themselves to self-financing and profit generating courses, which is closely aligned to the private sector employment, especially in the manufacturing

and service sectors. Courses on Information Communication Technology (ICT), Management, Business Administration, Accounting, Banking and finance are notable with private universities. These are market driven courses where demand will be sufficient to break even. Igbinedion, Babcock universities and few others universities offer Medicine as course among the present (50) fifty private universities in Nigeria.

4.4 The Implication of Findings to Access to University Education

The quest for higher education in Nigeria is a growing phenomenon which demands more attention and strategic plans by educationists and policy makers, so as to avert further crisis in the country's education sector. The one hundred and twenty-two (122) universities both public and private) in Nigeria presently are still managing to cope with the enrolment rate at which applicants has increased significantly couple of years back. Okebukola (2004) as cited in Ajadi (2010) believed that the absorptive capacity of Nigerian University would sooner get worse, he noted that by 2010, when the first set of Universal Basic Education (UBE) started graduating from secondary schools and at least 10% of them seeking university admission, the existing universities capacity will absorb less than 3% of the applicants then. To cater for about 97% others, establishment of private universities would go a long way in assisting the unadmitted candidates in public universities.

Presently, the projection of Okebukola in 2004 has come to reality as this is 2012, and not much has been achieved on the absorptive capacity of Nigerian university system. As at 2004, when the projection was made, there are 57 universities in Nigeria (Federal 26, State:21, and private;8)., and at present, the statistic stood at 122 (Federal 36, State:36, and private;50). The university increase ratio is 18:18:25, which is significant enough compared to when the projection come up. Nut the teeming applicant as projected coupled with limited absorptive capacity of these university had rendered the increase insignificant.

The continuous growing trend of applicants for university education on yearly basis, and with limited capacity base and resources on the part of existing universities to cope with the massive demand for admission in them, coupled with the challenge of knowledge economy, have led to some reforms put in place by the federal government which paved way for more participation from the private sector. This development formed the nucleus of this research which examines private institutions' perception of the influence of their participation on access creation to university education in South West Nigeria.

The inference from the findings of this research revealed that private investors are willing and ready to invest in university education in Nigeria. They see it as the quickest and safest means to receive quick returns on investment with minimal risks, as there are always students to admit in a youthful populated country as Nigeria (Akpotu & Akpochafo, 2009). This willingness is further established in private universities establishment trend, it started with just 3 in 1999 and within a decade or slightly above it, it has increased to 50, and still with dozen of other applications under consideration by NUC. Specifically, in South West Nigeria alone, which form the scope of this research; there are presently 22 private universities out of the 50 operating in the country. Hence so many university proprietors and operators are seeing their participation as business Venture Avenue and not really alleviating the university education demand problem.

Apparently, it was confirmed by this study that there was a relative and joint effect of flexible admission requirement, infrastructure, tuition fees, diverse courses, attrition rate and uninterrupted academic programme on access to university education in South-Western Nigeria. practically, all these variable contributed immensely to enrolment of applicants to university education through private institutions participation. A close examination of the admission rate between the public and private universities reveals that private universities are measuring up in an appreciable manner, and will definitely move

very closely to the public universities admission capacity given the unabated proliferation in the private universities.

Nevertheless, it must be adequately stressed that proliferation of private universities will not or cannot solve the problem of over- subscription of applicants or neither can it rule out of the operations of public universities in Nigeria. Rather, it is seems as satisfying the status appeals of some parents or guardians of many applicants whose economic background are buoyant, private universities will only compliment the effort of public ones and not eradicates them.

Policy makers in Nigeria educational sector can as well design better system of education that will provide quality rural primary education and vocationally oriented secondary and higher/non formal educational for the over 80% of students who unsuccessfully leave the formal secondary education system.

Efforts of policy makers should be focused on de-emphasizing university education as the only means of survival in educational pursuits, other higher institutions of learning should be upgraded so that applicants who could not secure admission in universities, could enroll in the non-university higher education institutions.

For university education to be self sufficient and reliable, much work should be done on the packaging of its curricula especially in the public universities. University education curricula should be market driven, this call for regular change of the system to reflect the rapidly advancing frontier of scientific knowledge and the global market.

University autonomy status of the private institutions afforded them a good measure of freedom in managing the affair of their university as they deem fit and beneficial to them. This in a way will boost the quality and prospect of their products in the labour market. Findings of this study revealed that attrition rate is reduced to the barest minimum owing to the negative effect it will have on their economic gain.

The inference drawn from this low attrition rate is that, the private universities possess or have in place a flexible admission and screening procedure which is not present in the public setting. This flexible arrangement allows at most times for “push-over” that have been turned down or out of the public universities, in as much they could afford the cost of private universities. It was also observed that hardly are students sent out of private universities as a result of poor academic performance, and more over most of them passed out of the university with high class of degree which is not common in the public setting due to thorough screening before admission and graduation.

The quality assurance which is one of the sole responsibilities of NUC should be handled more seriously with the private universities, especially by the NUC’s Committee on the Monitoring of Private Universities (COMPU). Emphasis should be placed not only on the infrastructure and equipment for teaching and learning, which are mostly of high quality, but also availability and welfare of the workforce should form part of the assessment because labour union that could have done this appropriately is not permitted in the private universities.

CHAPTER FIVE

SUMMARY, POLICY IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to examine the influence of private institutions' participation on access to university education in Southwestern Nigeria with a view to providing information that could enhance future policy decisions. The research focused on six private universities which cut across the Southwestern (i.e. one from each state) so as to ascertain the influence that private institutions participation have on access to university education in Nigeria.

The study was divided into five chapters, with the first chapter highlighting the introduction on the study and its background. The statement of the problem, objectives, significance and the scope of the study were clearly spelt out. The second chapter dealt with the theoretical framework and literature review which provided explanatory proposition and basis upon which this study was meaningfully anchored.

This chapter equally dealt with related literature on issues and concepts, such as historical development of higher education in Nigeria, concept of access, private institution participation, deregulation of education in Nigeria approaches to deregulation of university education in Nigeria and few others. The review serve as an anchor point for the study which allows the researcher to trace the antecedent, development and lapses of conventional universities, examines private institution emergence and participation on access to university education in Nigeria.

Chapter three focused on the study's methodology. The descriptive survey design was adopted while cluster, purposive and simple random sampling techniques were used to draw the actual 1,020 respondents for the study. Two 4-point likert attitudinal scale questionnaire with reliability co-efficient of 0.76 and 0.79 respectively obtained through the

Kuder-Richardson formula-21 (KR-21) were the major instrument conducted and used for the purpose of data collection for the study.

Chapter four presented the data analysis and discussion of findings. The result obtained were as follows; All the respondents used (both staff and students) in the private universities subscribed to the fact that private institutions participation have positive influence on the enrolment of students into the existing universities in Nigeria. However, the percentage of access given by the private universities available as at the time of this research is relatively small compared to the number of private universities that are in operation (i.e 18% according to Okebukola, 2007). It was noted that it will be difficult for private universities alone to cater for the eligible excess or leftovers from the public universities, because their population is large and carrying capacity of most private universities are small.

It was also arguably proven by this study that private universities maintain a significant enrolment rate when compared with the admission level in the public setting in the study area as reflected on Table 4.6. But this enrolment rate of private universities is significantly low when compared with how much of eligible public leftover are catered for by them. Hence, better institutional framework that could accommodate more applicants should be explored, like the Distance Learning Programme. India and South Africa has experimented this programme with a track of record of achievements.[Aderinoye, 2008]

Findings from the study has also shown that private universities have contributed to improved academic package for university education which is suggesting a paradigm shift to the public universities, in the area of innovating and improving their traditional programme. This study confirmed that private universities has definitely brought about increase in the cost of university education as applicants now pay dearly for the provision which was highly subsidized earlier. This has decreased the chances of applicants from

poor background, which does not promote equity and fair play in university education provision.

It was also revealed by this study that the infrastructures and facilities for learning and teaching in private universities are adequate and of global standard and specification. This was further confirmed by Okebukola (2007) when he made reference to one of Nigeria's private universities that was invited to a global conference held in Tanzania by UNESCO in September, 2006 to show case for Africa, the model of assuring quality in private university.

It was also revealed by this study that the rate of attrition is low in the private universities when compared with what obtains in the public setting which is high. Attrition is discouraged in the private universities because of its negative implication on the profit margin of proprietors of this institution. This idea portends unwholesome practice on the part of private universities which affects products of Nigerian universities.

5.2 Policy Implications

The findings of this study have a lot of implications for policy design and implementation to education planners, supervisory bodies i.e National University Commission, the federal and state government, private bodies, parents; guardian and student alike. The findings of this study will become relevant whenever policies towards access to university education is to be designed, planned, implemented and evaluated.

The findings also have implication for the federal government to issue more licenses to many private bodies who has applied to NUC, though under a close scrutiny to guarantee quality. The findings revealed that good percentage of private universities will do the Nigeria system a lot of good particularly in the area of access, especially when the products of Universal Basic Education (UBE) programme flagged of by Obasanjo administration are ready for university education. Though, this will not provide access to

all applicants in its entirety, because not everybody are privileged to attend the private universities because of the cost.

It is also important for government curriculum planners, National University Commission and private stakeholders to note that private sector participation in university education will allow for re-engineering and restructuring of the curriculum, which will bring about innovation and inventions that the globalised economy desire.

The findings equally have a lot of implications on the employment creation opportunities made available by enterprising courses of private universities. It has created job opportunities for lots of graduates both teaching and non-teaching, and it will still create more as the sector is expanding with more private universities on board.

This study is of great significance to the parent/guardian and students alike, as the findings revealed the potentialities of private universities in providing varieties of dynamic and enterprising courses which are in consonant with the present challenges of globalisation and labour market demands.

It was observed that private universities don't always send students away from the institutions owing to woeful performance because of the financial implication it will have on their university, they will rather retain and manage them which tells seriously on quality assurance of the graduates.

Lastly, policy makers and National University Commission as supervisory body will find this study useful especially in the area of knowing the positions of teaching staffs, non-teaching staff, and students alike toward private initiatives to university education in Nigeria. This knowledge will assist them further in their quality assurance duty towards universities generally (i.e both public and private) in the country.

5.3 Conclusion

Okebukola, (2005), Babalola et al (2006) and Okafor (2008) confirms that private universities is one of the fundamental factors and rescue team that the federal government has adopted through its deregulation policy in saving Nigeria university education from the

intending state of emergency that looms for well over a decade now. The avenue used to save the situation was through access creation to university education which private institutions' participation has done for thousands of applicants.

Specifically, the findings from this study have shown that in Nigeria, there is still an urgent need for more, capable private operators to participate in university education to further widen access to the ivory towers in Nigeria. This will create institutional competition which will help a great deal in restoring the lost glory of university education in Nigeria.

From the analyzed data, it could be summarized, in its findings that, private institutions' participation to university education has created access to many applicants, improve the welfare and infrastructural facilities of various public universities. It has increased significantly the number of private universities in Nigeria, in a way created institutional competition among universities (i.e within the public ones and also between private and public universities), and increase the cost of university education bore by applicants. Private universities are also noted to have low rate at attrition due to their autonomy status which have its negative implication on quality assurance.

Finally, the findings in this study have shown that the best deregulation policy option that is suitable for Nigeria situation is complementary private system of university education as suggested by Babalola et. al (2006). This option embraced both private and public sector toward the production and building of a strong and dynamic university system, a situation where everybody (male or female, rural or urban, poor or rich) has access to quality public and private university education and enjoy good education opportunities.

5.4. Recommendations

Based on the results obtained from this study and the policy implications, the researcher offers the following salient recommendations which would assist in enhancing future policy decisions, regarding the demand for and supply of university education as well as effective regulation to the activities of private universities in Nigeria.

The policy makers and the regulatory body are to take more cognizance of global labour market and students' choice in programme accreditation and course design for the private universities and even all universities in Nigeria. This consideration will lead to competition among providers of university education which will pave way for development of new entrepreneurial courses that the globalised economy requires, and this will enable their products to be self dependant.

To engender quality assurance among the private sector applicants for university management, the NUC'S criteria for recommending applications for Federal Executive Council approval should be made more stringent. The ₦200 million bank guarantee should be hiked to ₦1 billion to ensure a healthy finance resource base for the private universities.

The assessment of the performance of private universities by NUC'S Committee on the Monitoring of Private Universities (COMPU) should be intensified and made a regular one possibly, rather than the present occasional or once in two years. This regular checkup will guarantee adequate infrastructures and equipment for teaching and learning. Also the private university monitoring apparatus of NUC should be strengthened so that whenever academic standard is breached, sanction should be applied without bias and fearlessly.

The University System Annual Review meetings (USARM) should be a consolidated exercise within Nigeria universities as it breeds competition between private and public universities which stimulates improvement in quality service delivery within the Nigerian university system.

It is also recommended that a moderated fee policy should be introduced by NUC to all private operators of university education in Nigeria. This policy should reflect the socio-economic status of the average Nigerian parent and hence not deprive the brilliant but poor students from taking advantage of private university education.

The sanctity of qualitative university education should not be sacrificed on the platform of access creation to university system. The over-enrollment by some universities

is a clear indication of non-compliance with admission quotas and growth rates allocated by the NUC to such universities. Hence, the NUC should have in place, check and balance personnel or supervisory committee specifically on that aspect of enrolment for yearly assessment routine. This measure will help in circumventing the window dressing or smoke screen mechanism often used by some universities whenever the NUC are embarking on their assessment exercise.

This measure will help in curbing some universities who are almost turning university education into “home lesson institutes” where all manners of applicants are welcome, all in the name of access creation and improvement of internally generated revenue (IGR), this will enhance quality assurance of Nigeria university education system.

Private universities as regards structure or institutional framework should not be the only alternative for access creation to university education, the duo of National Open University of Nigeria (NOUN) and the Distance Learning programmes operated by the formal university system must also be adequately explored. Both has been creating access to university education in Nigeria, and they can still do better if their potentials are adequately tapped.

Lastly, cognizance should taken by the government and curriculum planners as regards regular reviewing of curriculum for university education courses, in order to make them enterprising, self-sustainable for job creation and should include skill standards and perhaps even vendor-specific certifications that are not typically included in the traditional university curricula.

To further establish the policy of quality assurance in university education in Nigeria, the supervisory body; NUC, should technically probe the admission procedure and the syndrome of no failure in private universities. This step will correct the bad impression society is having about purchasing the university degree with money which is prevalent in private university system. Measures should be taken to tighten the loose system in private setting.

Since unionism is not allowed in private setting, the NUC should include welfare delivery for staffs as part of facilities to be assessed during the NUC's Committee on the Monitoring of Private Universities (COMPU) regular assessment exercise. This move will checkmate undue workload on lecturers in private setting and also guarantee improved welfare package for their workforce.

5.5 Limitations to the Study

This research exercise having much to do with primary data (figures) based on its purpose; in seeking to know the extent of influence of the private sector on access to university education, had a difficult encounter in getting these information. Most of these information were regarded as classified, hence the researcher make do with limited ones he was able to get officially and the other from official record, bulletin, annual report, and archival materials available.

Paucity of fund also limited the extent of coverage of this research exercise.

5.6 Suggestions for Further Research

This research exercise is not all sufficient for questions and issues as regards access creation to university education in Nigeria. In actual fact, it has opened the door for some other questions while providing answer to the question of this research. In the light of this, further researches are suggested to compliment the effort made in this study.

1. There is need to replicate this study in other geo-political zones of this country, for (22) twenty-two out of the fifty (50) private universities existing in the country are resident in South West Nigeria which is the scope of this study. For equity sake, the research is also worthwhile in other geo-political zones as well.
2. Another input of the government or private sector as regards access creation to university education should be examined for instance, Nation Open university of Nigeria (NOUN) and Distance Learning Programmes operated by conventional universities, within a time frame.

3. Comparative research should be made into academic and welfare delivery offered by public and private universities in Nigeria to ascertain their acceptability to the public.

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UNIVERSITY ACCESS QUESTIONNAIRE (UAQ)

Department of Adult Education,
University of Ibadan,
Ibadan,
Nigeria.

Dear Respondents,

This instrument is designed to access the influence of private institutions on access creation to University education in South Western Nigeria. This research is basically for academic purpose and its policy implication to be recommended to policy makers and researchers; hence your candid response will be appreciated.

Please respond to the question items with respect to the scales designed for them.

(STAFF)

SECTION A

1. University: (i) Lead city [] (ii) Bowen [] (iii) Afe Babalola []
(iv) Achievers [] (v) Covenant [] (vi) Caleb university []
2. Sex: (i) Male [] (ii) Female []
3. Marital Status: (i) Single [] (ii) Married [] (iii) Separated []
4. Age: (i) 16-20 [] (ii) 21-25 [] (iii) 26-30 []
(iv) 31-35 [] (v) 36 and above []
5. Religion: (i) Christianity [] (ii) Muslim [] (iii) Others []
6. Educational Background: (i) WASC/SSCE [] (ii) NCE/ND []
(iii) HND [] (iv) University Degree [] (v) Others []
(vi) Specify []
7. Designation: (i) Teaching staff [] (ii) Non-Teaching Staff []
(iii) Student
8. Speciality: (i) Science-based course (ii) Humanities []
(iii) Management []
(iv) Education-based course []
9. Parent/Guardian Occupation: (i) Civil Servant [] (ii) Business Tycoon [] (iii)
Politician [] (iv) Multi-national worker []
(v) Diplomats [] (vi) Clergy [] (vii) Others [] Specify

SECTION B

The response option as highlighted in the body of the instrument is a four point rating scale i.e. (SA) Strongly Agree, (A) Agree, (D) Disagree and (SD) Strongly Disagree. Please respond to the question items based on your candid opinion and as it is applicable in your university.

Relationship Between Establishment Of Private Universities And Increase Enrolment To University Education

S/N		SA	A	D	SD
8	The number of private universities in the country had increased tremendously in recent time.				
9	With more private universities on board, many denied applicant will gain access to universities				
10	Many applicants have been granted access to universities through these private universities				
11	This private sector input is felt both in private and public universities				
12	My universities have more than enough facilities and space to accommodate more than the enrollees that we have presently.				
13	Corporate social responsibilities of private organizations to universities have increased in recent time.				

Improved Academic Package And Programme Quality In Private Universities

S/N		SA	A	D	SD
14	Many new courses have been introduced through private university to university education in Nigeria				
15	Applicants have more opportunities of selecting more courses of their choice through the introduction of private universities.				
16	Private universities have more entrepreneurial courses that are more acceptable in the labour market.				
17	Information communication technology adaptation in private universities makes their programmes to be attractive.				
18	Provision virtual library, equipped laboratories and qualified teaching and non-teaching staff contributed to good quality of their programme.				

Difference In The Attrition Rate Of Students In Both Public And Private Universities

S/N		SA	A	D	SD
19	Attrition rate is relatively low in private universities				
20	Rigorous checking and screening is not noticeable in private university's admission procedure				
21	Lawlessness and unruly attitudes is reduced to the barest minimum in private universities				
22	Private universities do not strictly keep to admission requirements like the public universities				
23	Students are hardly expelled from private universities on account of poor academic performance				
24	Cultism and violence is a taboo in private universities hence cases of its occurrence is at zero level.				
25	Record of brilliant academic performance with first class of degree is high in private universities.				

Difference in Enrolment / Studentship Cost To Private Universities And Students' Access To Them

S/N		SA	A	D	SD
26	Applicants are scared from private universities due to exorbitant cost requirement for studentship there.				
27	An average Nigerian parent or civil servant cannot afford to send their children or ward to private universities because of its cost				
28	An average Nigerian applicant for university education don't think about private universities inspite of its available admission opportunities.				
29	It is only the very rich parents that can afford to send their wards to private universities in Nigeria today.				
30	Most applicants jostle for federal universities because of their free or near-free tuition fees.				
31	Scholarship awards or provision to private universities are minimal due to its high cost implication.				
32	Some enrolled students are unable to finish from the private universities due to upward review of fees which is common in this system.				

Improved Academic Provision And Students Performance In Private Universities

S/N		SA	A	D	SD
33	Facilities and infrastructure in private universities guarantee brilliant academic performance.				
34	There are more motivations for effective teaching-learning procedure in private universities.				
35	Amenities and incentives in public universities are also adequate in attaining the organization goal of the university.				
36	The rate of graduates with first class and second class upper are higher in private universities.				
37	Tension free environment and stress less efforts for staff and students are common feature in the private universities				
38	Students in private universities have the confidence of finishing their programmes at record time i.e. without fear of undue unrest is guaranteed in private universities.				
39	Peaceful academic environment that is void of violence, cultism and undue unrest is guaranteed in private universities				

Flexible Admission Requirements And Students Intake In Private Universities

40	The relatively reduced cut off mark attracted more applicants to our institution.				
41	Absence of quota system makes our institution accessible to many that are willing.				
42	Rigorous checking and screening is not noticeable in private universities admission procedure.				
43	Private universities do not strictly keep to admission requirements like the public universities.				
44	Age is not a limiting factor to gaining admission into private universities in Nigeria				

UNIVERSITY OF IBADAN

PRIVATE INSTITUTIONS' PARTICIPATION SCALE (PIPS)

Department of Adult Education,
University of Ibadan,
Ibadan,
Nigeria.

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UNIVERSITY OF IBADAN